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Make our own judgements

## **ENGLISH HOME LANGUAGE**

### **Grade 8**

## **VALUED VALUES**

### **Module 1**

## **MAKING OUR OWN JUDGEMENTS**

So here you are in a new school, with some new learners, a new classroom and new teachers!

One of the ways of coping in a high school is to learn . . .

to form healthy relationships and

to express yourself well.

So, let us start by looking at your values, your actions and your maturity more closely:

Making our own judgements

Sometimes we grow so tired of other people telling us what to do. We long to make up our own minds about issues and would love to make our own decisions.

That is why it is important to have a good **VALUE SYSTEM**.

### **ACTIVITY 1:**

#### **[LO 2.2]**

Try the following experiment on your own:

Look at the following list of values and place them in an alphabetical order of abstract nouns:

EXCITEMENT	OPTIMISM	1 .....	11 .....
DISCIPLINE	HARD WORK	2 .....	12 .....
LOVE	GENTLENESS	3 .....	13 .....
GOOD APPETITE	KINDNESS	4 .....	14 .....
HAPPINESS	CHEERFULNESS	5 .....	15 .....
PATIENCE	COMPASSION	6 .....	16 .....
TOLERANCE	FAITH	7 .....	17 .....
TRUST	SYMPATHY	8 .....	18 .....
CHARITY	PEACE	9 .....	19 .....
HUMILITY	HOPE	10 .....	20 .....

First, put them into alphabetical order, for clarity.

[LO 5.1.1]

Now, in **YOUR** view, choose the SIX **BEST** qualities, which you think can lead to a happy life.

- Write down **YOUR** list
- NOW, examine, CLOSELY, which SIX you have chosen.
- Let your educator show you what the other learners have chosen.
-

- 
- Now YOU need to decide what ACTIONS SHOW these values; to find examples of how these values are manifest in society.
- *For rough notes:*

VALUE	ACTIONS WHICH PROVE THIS VALUE

- Now ask yourself whether **YOU** act like this. (TIP: It is impossible to be perfect in all categories).

If you already **DO** act like this, then choose ANOTHER six and go through the process again.

If you **DO NOT** act like this, then ask yourself what you need to DO to act like this.

Remember, **YOU** are making the decisions and coming to **YOUR OWN** conclusions.

In other words, **YOU** are selecting a way of life; a FUTURE way to behave: **A VALUE SYSTEM.**

- See if you can **DRAW** some of the values that you think are important:

## ACTIVITY 2:

### [LO 2.3.3]

- Describe your family and your friends and *their* values. Interview members of your family and a few close friends for the following information:
- Members of my family

- What (s)he values [Start with “(S)he believes that . . . / in . . .]
- 
- Now describe YOUR values; what YOU believe in.
- [LO 4.1.1]

#### **ACTIVITY 4:**

##### **[LO 2.1]**

This time you will be looking at how a person is judged.

You know that most characters are judged, at face value, on:

the way they behave;

the way they talk;

what they talk about;

their relationships with those about them

- HOW DO **YOU** RATE?
- MY judgement of . . .
- The way I behave
- The way I talk
- What I talk about
- How I get on with those about me?

#### **ACTIVITY 5:**

Now you are ready to write a **full descriptive essay** about your family, your friends and yourself.

- Write an honest essay of about 1 ½ pages (250 words).

NB TIP:

You have spent time on the **CONTENT** of your essay but you do need to consider **STYLE** too.

Here are some ideas of how to introduce style into your writing. Look at the following checklist:

Consider the following CHECKLIST before you start and after you have finished:

	ITEMS to CONSIDER for INTRODUCING STYLE	tick	
1.	Have a strong opening paragraph.		
2.	Use good descriptive adjectives / participles.		
3.	Vary the length of my sentences.		
4.	Vary the length of my paragraphs.		
5.	Use interesting, varied punctuation.		
6.	Use a few clever figures of speech e g. alliteration.		
7.	Write a neat essay, using a clear handwriting.		
8.	Space my paragraphs well.		
9.	Select a short, pithy title.		
10.	Have no spelling or language errors.		

- 
- **First, write a rough essay on rough paper.**
- Let your teacher or a friend read it to help you with spelling and language errors.
- Here are some adjectives and participles to help you with your essay (Add some of your own):

kind / unkind	frustrated / relaxed	candid / closed
reassuring / non-reassuring	ambitious / unambitious	supportive / non-supportive
helpful / unhelpful	conscientious / non-driven	patient / impatient
non-reliable / reliable	industrious / lazy	busy / free
irresponsible / responsible	punctual / late	considerate / inconsiderate
creative, imaginative	scientific	cold, calculated
precise	talented	disinterested
active	sporty, sporting	enthusiastic
honest	gentle	quiet

## ROUGH DRAFT

- Possible **OPENING PARAGRAPH**: **NB TIP:** *You do not need to use all the lines!*
- **Points to include:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

- Possible **CLOSING PARAGRAPH**:
- NOW, re-write your final essay correctly, concisely and clearly: *Extra own paper allowed*

This will be evaluated for your portfolio, using the above checklist.

## EDUCATOR'S CHECKLIST

	CONTENT and STYLE	LO	Excellent	Good	Needs work	Needs extra help
1	Title.					
2	Preparation					
3	Content					
4	Opening paragraph					
5	Strong vocabulary					
6	Sentence lengths					
7	Paragraph lengths					
8	Punctuation					
9	Figures of speech					
10	General neatness					
11	Handwriting					
12	Spacing					
13	Spelling					
14	Language					
15	Maturity					

- 
- HAND IN YOUR rough draft with your final essay.

## Assessment



<b>Learning outcomes(LOs)</b>
<b>LO 1 Listening</b>
The learner will be able to listen for enjoyment, and respond appropriately and critically in a wide range of situations.
<b>Assessment standards(ASs)</b>
<i>We know this when the learner:</i>
1.1 listens to and appreciates challenging imaginative and informative oral texts;1.5 identifies the speaker’s reasons for choosing particular words, phrases and sentences to influence the listener and explains their impact.
<b>LO 2 Speaking</b>
The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
<i>We know this when the learner:</i>
2.1 communicates ideas and feelings creatively and expressively with a great degree of confidence and with limited assistance, using a range of selected oral text types;
2.2 communicates ideas, facts and opinions on challenging topics clearly and accurately and with a greater degree of coherence, using a range of factual oral text types;
2.3 demonstrates basic skills in a range of oral text types:2.3.3 explains how to do an experiment.
2.4 demonstrates a range of interaction skills by participating actively in group discussions, conversations, debates and group surveys and while so doing, tackles important issues, asks appropriate questions, takes on different roles, acknowledges others’ opinions, motivates own point of view, gives and receives criticism;
2.6 identifies and discusses the features which contribute to the success of own

### LO 3 Reading and Viewing

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

*We know this when the learner:*

3.2 reads aloud and silently for a variety of purposes consolidating the appropriate reading strategies developed in earlier grades;

3.3 discusses the purpose, audience and context of a text;

3.4 shows understanding of information texts:

3.4.3 makes judgements and draws conclusions about ideas on the basis of evidence;

3.10 reflects on and discusses own skills as a reader.

### LO 4 Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

*We know this when the learner:*

4.1 writes a range of imaginative texts:

4.1.1 to express imagination, ideas and feelings about self and others;

4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters;

4.2 produces a range of factual written and multi-modal texts for various purposes, using a range of visual, and design elements where appropriate by means of recounts of events, research project reports, pamphlets, posters, book reviews;

4.3 demonstrates basic skills in a range of writing appropriate to the text type;

4.4 uses the writing process collaboratively and independently to generate texts:

4.4.1 selects and explores topics through brainstorming, using mind maps and lists;

4.4.3 plans and develops topic using relevant information from other sources.

### LO 5 Thinking and Reasoning

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

*We know this when the learner:*

5.1 uses language to think and reason:

5.1.1 applies thinking and reasoning skills in a variety of contexts across the curriculum;

5.3 processes information:

5.3.3 extracts and synthesises information, using listening, reading, writing and viewing skills;

5.3.5 summarises information or ideas by selecting generalising, categorising and editing, and reflects critically on the product.

LO 6

### **language structure and use**

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

*We know this when the learner:*

6.1 works with words:

6.1.1 uses a range of different strategies to spell unfamiliar words;

6.1.2 creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems;

6.1.3 uses the dictionary and thesaurus competently for vocabulary and spelling research;

6.1.5 uses word families and words of the same field to develop vocabulary in context

6.2 works with sentences:

identifies and uses the components of a sentence such as subject, verb, direct and indirect object, main and subordinate clauses;

uses a range of punctuation appropriately.

## **Memorandum**

### **ACTIVITY 1:**

This is an opportunity to talk about values, to discuss those that are absent or those which show good attitudes, principles. Bigotry, prejudice and so on can also be touched on.

### **ACTIVITY 2:**

Go over some interviewing techniques first e.g. Do not ask a question where the answer can be 'Yes' or 'No' – ask an open-ended question to encourage the interviewee to respond fully. Or pick up on a word that the interviewee uses and ask him to elaborate.

This is an opportunity for the class to get to know one another, essential when pupils start a year and find themselves among strangers.

### **ACTIVITY 3:**

Encourage the children to be honest – in this way YOU also get to know them and your understanding of them grows.

### **ACTIVITY 4:**

It is important that pupils realize early that their characters are judged daily and that impressions of character start early in their career. Perhaps one could mention 'register'

at this point: An awareness of where you are when you speak and to whom you are speaking.

### **ACTIVITY 5:**

Help the pupils to understand the value of planning and making a rough draft and editing. Go over the meaning of the different adjectives that are supplied. Revise adjectives and participles with them and let them discover the difference.

Maturity

## **ENGLISH HOME LANGUAGE**

**Grade 8**

### **VALUED VALUES**

#### **Module 2**

#### **MATURITY**

You might feel at this stage that you are not coping or that you are finding things a bit confusing. That is natural. So let us look a bit more closely at the whole question of **MATURITY** and at your relationship with your parents or guardians.

#### **ACTIVITY1:**

**Read the following CAREFULLY and then answer the questions that follow:**

Parents want us to be mature but when we make our own decisions, then we are not mature enough!

So how CAN we win the confidence of parents?

Well, TWO things are crucial: It all boils down to TRUST and we have to EARN that trust.

Let me tell you something about parents. They are fine so long as they know what you are doing and where you are going and when you will be

home. The problem arises when you reach the age of independence and you feel the need to be mature and to make your own decisions or your own judgement calls. Then parents feel they are losing control and they think you are too.

Just try going out without telling your parents whom you are with, what you are doing and what time you will be home. No matter HOW harmless your time has been, there is only one rule as far as parents are concerned: THEY WILL THINK THE WORST. If you are ONE minute late, then they think there has been a terrible accident, somebody has kidnapped you and so on.

Again, TWO things come into play here: Their concern actually shows that they LOVE you (enough to really worry) and we ARE actually living in a world where terrible things DO happen, AND your parents DO NOT WANT THIS TO HAPPEN TO YOU.

SO, now you two parties need to talk.

Let me give you a clue: PARENTS NEED REASSURANCE. They do not need confrontation. This is because a confrontation shows immaturity and a full CALM discussion shows maturity.

1. Make sure that your friends ARE trustworthy. If not, your PARENTS WILL never REST.
2. Let your parents into your life. They are not totally unreasonable and become more reasonable as they learn to understand YOUR value system. So, YOU need to trust THEM. It works both ways!
3. Bring your friends home, share what you have been doing and let your parents feel YOU trust THEM with YOUR life. Share your experiences; your likes; your dislikes. Let them KNOW that YOU know the difference between right and wrong by your value choices.
4. You do need to make MATURE choices otherwise you will lose their trust and that is very difficult to regain. So treat this with sensitive behaviour. Try to act rationally and calmly. Treat others and their property

with respect. THIS shows maturity. This SHOWS maturity. This shows MATURITY. (Examine these three sentences carefully!)

5. Do things at home that you have not done before – NOTHING will get your parents to admire you more quickly than this: Tidy your room for a change; ask if you can help with something at home; offer to wash the dishes! Sometimes stay home to be with your parents.

Ask your father/mother how they are. It works like magic!

6. You must be SINCERE. So NO CHEATING. Parents can see through this VERY quickly.

6.1 Have you understood the passage? *Use a dictionary or a thesaurus for the following answers:*

Can you give another word with the same meaning (synonym) for:

mature -

confidence -

crucial -

independence -

kidnapped -

terrible (its actual meaning) -

parties (the way it is used IN THIS PASSAGE) -

reassurance -

confrontation -

trustworthy -

[LO 6.1.3]

6.2 Re-write the first sentence in your own words to show that you have understood it.

6.3 WHEN does the relationship between parent and child become difficult and WHY, according to this writer? Give a few reasons, taken from the passage. Write simply.

[LO 3.4.3]

6.4 Give the FIVE abstract nouns used in paragraph 8:

[LO 5.1.5]

6.5 Why should you make sure your friends are trustworthy? Give a reason from the passage and also supply a reason of your own.

[LO 3.4.3]

6.7 “It works both ways” means that there should be ‘co-\_\_\_\_\_’ between the two.

- 
- Explain how this word was formed.

Co = \_\_\_\_\_

[LO 6.1.1]

6.8 According to word classes, what is the difference between ‘you’ and ‘your’ in No. 3

you

your

[LO 6.1.5]

6.9 Explain the function of the semi-colons in No. 3.



[LO 6.2.6]

6.10 In No. 4 the following two words are connectives. Explain why.

So

This

[LO 6.1.5]

6.11 'mature', 'their', 'sensitive', 'three' (No. 4) all belong to the same word class: ADJECTIVE

- Explain why.

'mature' qualifies

their qualifies

sensitive qualifies

three qualifies

[LO 6.1.5]

6.12 'calmly' and 'rationally' (No. 4) are both ADVERBS. Explain why.

very quickly (No. 6) are both adverbs. Explain why.

[LO 6.1.5]

6.13 Give the function of the following punctuation marks in No. 5

The dash

The colon

The semi-colon

The exclamation mark

The backslash (virgule)

[LO 6.2.6]

NOW, let us look at ourselves a bit more closely. Read the following to yourself first.

Most people want their messages (communication) to be received.

We often feel that nobody is listening to us!

Well, the solution sometimes seems complicated but is actually very simple.

When you were born, you were given the human right to have a voice, to have an opinion. You can ALWAYS say what you feel. You can ALWAYS air your grievances, your anger, your frustrations; your decisions.

The GREAT, BIG SECRET is how: **HOW you do all this** is the magic trick!

You can be hysterical, unreasonable, out of control, highly emotional, tearful, violent OR you can think out your arguments clearly BEFORE you present them.

You can be calm when you DO present them and you can be reasonable.

It is SO EASY to have a discussion when everybody is calm and reasonable.

So if you feel that the timing is not right or that tempers are too heated, then WAIT until both parties can talk.

After all, it is a solution that is needed. Not *more* hysteria, anger etc.

Put the focus on the SOLUTION!

**What do you think the following means?:**

*"Speech is the index of the mind"*

Seneca

To speak is not always so easy. So we want to show you some easy steps.

Public speaking, and in some cases, even private speaking, is frightening to many.

However, never fear, the solution is near. And here. In this module.

There is something that you can do to gain confidence in this area.

To empower yourself.

Then you will be able to say what you mean and mean what you say in such a way that the world is a better place for your input.

First of all, you need to look at some problem areas which most speakers fear.

**You are not alone. So take courage and take the plunge.**

## **ACTIVITY 2:**

**Here are a few FEARS that most speakers have: Tick those that you suffer from too.**

I sound monotonous

I talk too fast or too slowly

I speak too softly or too loudly

I do not know how to stand correctly

I do not know what to do with my hands

I do not make contact with the audience

I am a lifeless/ unenthusiastic speaker

I do not know how to use hand movements effectively

I cannot think of original ideas / how to plan a speech

Perhaps you would like to discuss a few more fears with your friends and educator.

- Write down some other fears that you have, discuss them with a friend first and then let the educator assist you to find a solution.
- 
- 
- 
- 

• MY MAIN FEARS	• WHAT I CAN DO ABOUT THEM

We hope you will feel better for airing your fears.

## **Assessment**

### **LO 2 Speaking**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

*We know this when the learner:*

2.1 communicates ideas and feelings creatively and expressively with a great degree of confidence and with limited

assistance, using a range of selected oral text types;

2.2 communicates ideas, facts and opinions on challenging topics clearly and accurately and with a greater degree of

coherence, using a range of factual oral text types;

2.3 demonstrates basic skills in a range of oral text types:

2.3.3 explains how to do an experiment.

2.4 demonstrates a range of interaction skills by participating actively in group discussions, conversations, debates and

group surveys and while so doing, tackles important issues, asks appropriate questions, takes on different roles, acknowledges

others' opinions, motivates own point of view, gives and receives criticism;

2.6 identifies and discusses the features which contribute to the success of own

### **LO 3 Reading and Viewing**

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

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3.2 reads aloud and silently for a variety of purposes consolidating the appropriate reading strategies developed in earlier grades;

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3.4.3 makes judgements and draws conclusions about ideas on the basis of evidence;

3.10 reflects on and discusses own skills as a reader.

## **LO 5 Thinking and Reasoning**

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

*We know this when the learner:*

5.1 uses language to think and reason:

5.1.1 applies thinking and reasoning skills in a variety of contexts across the curriculum;

5.3 processes information:

5.3.3 extracts and synthesises information, using listening, reading, writing and viewing skills;

5.3.5 summarises information or ideas by selecting, generalising, categorising and editing, and reflects critically on the product.

## **LO 6**

## **language structure and use**

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

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6.1 works with words:

6.1.1 uses a range of different strategies to spell unfamiliar words;

6.1.2 creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems;

6.1.3 uses the dictionary and thesaurus competently for vocabulary and spelling research;

6.1.5 uses word families and words of the same field to develop vocabulary in context

6.2 works with sentences:

identifies and uses the components of a sentence such as subject, verb, direct and indirect object, main and subordinate clauses;

uses a range of punctuation appropriately.

## **Memorandum**

### **ACTIVITY 2:**

This passage can lead to pupils opening up and this should be encouraged, especially by letting them understand the value of *calm and rational* conversation. Pay close attention to their answers about friends. Friends that are cultivated in high school can decide the future of any pupil! Allow them to understand about Freedom of Speech but that the MANNER in which one airs views is crucial!

- It might be a good idea to discuss the quote: *Speech is the index of the mind*. P. 2 Here you can introduce the idea of “register” again i.e. registering to whom you are speaking and where you are when you speak!

One can also briefly discuss the poor practice of loud noise, profanity, crudeness and rudeness. “We are what we speak” / “Who we are is how we speak” in other words.

## ACTIVITY 2:

- **FEARS:** Go over these slowly so that you can involve every learner who might have a fear that (s)he is not expressing.

Here are suggested **SOLUTIONS** to some of the **fears**; others are dealt with in the course of this module.

## MONOTONY

Take a simple sentence and **STRESS** certain words. This will make your voice go up immediately. Learn to allow the tone to move up and down so that it does not stay on the same tone (mono-tone). *e.g.* But **WHY** do you choose **THAT** colour? Oh **PLEASE!** DON'T be so ridiculous!

## PACE

Use a timer. Let them say so-many words in so-many minutes and actually time them. Then some learners will realize that they are talking too slowly or too fast. But you will have to have a standard time to work against.

## AUDIBILITY

Once you have taught learners how to **OPEN** their mouths when they speak, sound should come out. The problem is getting the sound out of the throat! So allow them to say, individually, to someone at the back of the class: “Go away!!” in a loud, firm voice. Or take the class outside so that they can learn to project the sound by throwing their voice over a distance. The learners should feel that the person they are addressing is standing far away



and try to make him understand a message. Then they will understand about projection.

## **POSTURE and**

Allow the pupils to stand incorrectly and let the class decide what is wrong: Hands crossed over the chest; legs apart; hands behind the back; arms akimbo; etcPupils should stand legs together, one slightly in front of the other and arms held loosely at the side.

## **EYE-CONTACT**

Help them overcome this by just going through the motion of sweeping the eyes from the back of the class to the front and from left to right. Encourage lifting the head during orals.

## **LACK OF ENTHUSIASM**

Teach them to stress certain words and to raise the tone when necessary as if a bubble is about to burst!

## **GESTURES**

These should be used to help convey meaning to the words that are used. Discourage over- or under-use.

## **BEING DISORGANIZED**

Encourage planning, rehearsing and the proper use of notes.

## **ORIGINALITY**

Just have an oral and see eg. how many different kinds of openers there are only.

Encourage an open discussion about the fears that members of the class have. Let them know that they are not alone in having these fears and that there **are** solutions.

Techniques for public speaking

## **ENGLISH HOME LANGUAGE**

### **Grade 8**

## **VALUED VALUES**

### **Module 3**

## **TECHNIQUES FOR PUBLIC-SPEAKING**

Now we need to look at some popular wrong ideas before we look at some techniques which will help us:

### **ACTIVITY1:**

#### **[LO 4.4.1]**

Now we need to look at some popular wrong ideas before we look at some techniques which will help us:

- Which of the following are true or false? Tick the correct answer in your view.

### **Ideas about public-speaking which most people believe**

**TRUE**

**FALSE**

All public speakers are extroverts (speak very easily and openly)

Shy people should not speak in public.

The ability to speak in public is an inherited talent.

Experienced speakers are not nervous.

An audience is not interested in what a speaker has to say.

Adults are more confident speakers than youngsters.

Only well-educated people make good public speakers.

Good speakers do not have to prepare a speech.

If you make a mistake, never speak in public again!

Men make better speakers than women.

Speeches must be made without notes.

Audiences are usually hostile and critical.

If I take every opportunity to speak, I will not improve.

- 
- MY ABILITY AS A PUBLIC OR PRIVATE SPEAKER; what I need to learn:

## **ACTIVITY 2:**

### **[LO 1.5]**

Let us see why EVERY speaker has the ability to speak well:

- Label the following diagram neatly:

Include 'lips', 'tongue', 'palate', 'teeth', 'vocal chords', 'pharynx', 'larynx', 'lungs'.

Ask your Biology educator to help you if you get stuck.

- These features help to make sound. So sound can be produced well by most people.

### ACTIVITY 3:

Now, let us test each: Have some **FUN WITH SOUNDS**

- Use of your lips:

Say the sound 'b' / 'p' / 'f' / 'm' / 'v' / 'w' loudly.

Say the vowel sounds clearly and see how your lip shape changes: aa / ě / i (ee) / ů / u

- Use of your teeth.

Say 's' / 'z' / 'x'

- Use of your palate:

Say 'd' / 'j' / 'l' / 'n' / 'r' / 't' /

- Back of the throat:

Say 'c' / 'q' / 'g' / 'h' / 'k' /

- Now, put your hand on your larynx (vocal chords) and say the following clearly:

--	--

With air only	With the vocal chords, the air becomes sound!
p	b
t	d
f	v
s	z
h	

- Now, say the following **using just the vowel sounds**

Susie Saucy showed the sea-shells to the sailor who said she should show them to the

*u ie aw i owe e ee e oo e ai o oo e ee oo owe e oo e*

shop-keepers selling sea souvenirs around town.

*o ee e e ee oo e er a ow ow*

What you are doing here is exercising your muscles and using your mouth and lips so that sounds come out correctly.

Perhaps it is a good idea to consider the whole question of speech now.

#### ACTIVITY 4:

- Have a class discussion about speech in general

Let your educator help you here.

## ACTIVITY 5:

### [LO 2.6]

- Now listen to your educator when s/he discusses ORATORY MANNERS
- 

#### CLEAR SPEAKING

Open your mouth. Project the sounds you make. Use your lungs, palate, lips, tongue, teeth fully.

#### POSTURE

Stand one foot slightly in front of the other; arms relaxed at the side; head up, shoulders down.

#### TONE AUDIBILITY

Do not speak too softly or too loudly. A tone VARIETY is always interesting.

#### GOOD USE OF GESTURES

Only use gestures if they contribute to the point you are making. Rehearse them to be 'natural'.

#### PACE, PAUSING and EMPHASIS

A too fast / too slow speech is uncomfortable.

#### EYE-CONTACT

Involve your audience. Speak to, not at them.

#### ENTHUSIASM CONVICTION SINCERITY

Believe in what you are saying. Instant impact results from 'light' in your voice (speaking as if you are excited).

## STYLE

A warlike style, while impressive, is not tasteful. Do not be apologetic. Develop a personal style. Your appearance (clothes, make-up, hair, . . .) shows good or bad taste.

## USE OF NOTES

Small notes (cards) are used; with notes written on one side only. Refer to them but DO NOT READ!

## PREPARATION

Prepare. Practise. Know the development of your ideas and the opening and closing remarks well.

## REGISTER

Show an awareness of your audience and situation.

## MANNERISMS

Avoid these irritating habits. Notice them.

## USE OF LANGUAGE

This conveys your maturity, knowledge, values and back

ground. Using swearing, rude words, and profanity is never clever. Simplicity is the key word. Avoid trying to be superior.

## **ACTIVITY 6:**

The educator can evaluate the speech but perhaps it is better if a member of the class does the assessment, then the speaker and the assessor gain experience.

So, before starting individual speeches, let us examine . . .

the technique of evaluating

- Learn to write down your evaluation or to keep a list ready

1. Use the list of oratory manners.
2. Use your eyes and your ears.
3. Do not pass judgement. Be constructive.
4. Start with good points, suggest improvements for poorer points and end with a good point.

“I enjoyed . . .” OR “I think . . . was very good because . . .”

5. Give constructive advice; be helpful and friendly:

Avoid	Rather start with
You should have . . .	What could help is to . . .
You failed to . . .	I suggest that you try to . . .
You didn't . . .	Perhaps you could try to . . .
You must not forget to . . .	



What was awful was . . .

6 Give an overall assessment which is positive, LIKE THIS e.g.

The speaker is very confident.	The speaker is good.	The speaker will improve with practice.
The speaker uses excellent oratory techniques.	The speaker uses a few oratory techniques	The speaker needs to use oratory techniques more confidently.

## Assessment

### Learning outcomes(LOs)

#### LO 1 Listening

The learner will be able to listen for enjoyment, and respond appropriately and critically in a wide range of situations.

#### Assessment standards(ASs)

*We know this when the learner:*

1.5 identifies the speaker's reasons for choosing particular words, phrases and sentences to influence the listener and explains their impact.

#### LO 2 Speaking

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

*We know this when the learner:*

2.6 identifies and discusses the features which contribute to the success of own

#### LO 4 Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

*We know this when the learner:*

4.4 uses the writing process collaboratively and independently to generate texts:

4.4.1 selects and explores topics through brainstorming, using mind maps and lists;

## **Memorandum**

### ACTIVITY 1:

- In the next list, the **PERCEPTIONS** are **ALL FALSE!**

It is important that pupils realize / take in / become aware that ALL speakers have fears. Explain about TOP athletes at the Olympic Games who also make mistakes.

EVERYBODY makes mistakes BUT they learn from them and carry on!

Deal with each one and explain how **WRONG** the **PERCEPTIONS** are. So they need not fear.

### ACTIVITY 2:

- Illustration of **HOW SOUND IS MADE.**

The importance of this illustration is to show that as all the learners have all their faculties and physical qualities necessary for speech, there is NO reason why they cannot speak properly. If a learner has a cleft palate then (s)he has a reason for making a different sound.

It is also important that learners realize that this is partly Biology!

### ACTIVITY 3:

- **FUN WITH SOUNDS** can be VERY NOISY.

However, the important lesson is for them to open up to good enunciation and audibility and for them to realize that EVERY learner can be a public-speaker. It has more to do with SOUND than CONFIDENCE. Most pupils just need to learn to OPEN their mouths properly.

### ACTIVITY 4: Class discussion about the gift of speech

Perhaps let the conversation come around to some of the following issues: We are the only animals that use words to communicate; words have impact; words can wound or inspire; . . .

### ACTIVITY 5: Ways of teaching oratory manners:

Let each pupil take a separate item. Let each do an activity wrongly and ask the class to identify what is wrong. When they do, ask them for the correct method. Then consolidate at the end. Explain that these “rules” should **always be** considered in spoken language.

### ACTIVITY 6: The technique of evaluating

Go over the positive aspects of this technique and encourage its use in oral exercises.

Two-way conversation

## **ENGLISH HOME LANGUAGE**

**Grade 8**

### **VALUED VALUES**

#### **Module 4**

### **TWO-WAY CONVERSATION**

#### **ACTIVITY 1:**

Now let us look at HOW a **TWO-WAY CONVERSATION** can help you.

#### **ACTIVITY 2:**

#### **[LO 4.4.3]**

In your group, choose a problem that you think worries a pupil and try to offer advice together by **TALKING** about and **SHARING** a real or imagined:

1. Family relationship problem.
2. Social problem, where an individual has a problem adjusting in society.
3. Psychological problem where emotions or behaviour are difficult to handle.

- Choose any ONE of the following ideas or come up with your own idea:
- **Family problems:**
  - You and you brother /mother/father/sister have a fight about the state of your room.
  - Your parents do not approve of your boyfriend.
  - You feel your parents interfere too much in your schoolwork.
  - You feel your parents do not have time for you.

### **Social problems:**

- You do not enjoy smoking but feel the social pressure to smoke.
- You are overweight in your eyes and do not feel good about yourself in public.
- You feel that people talk about you behind your back.
- You have trouble fitting in.

### **Psychological problems:**

- You have a fear of birds / snakes / heights / .
- You cannot control your temper.
- You have difficulty in expressing your feelings.
- You have a friend who is being cast aside because he has Aids
- 
- You feel a bit depressed

So far, what advice have you heard which you can apply to **your own life**?

Write down some **ADVICE** (good reminders) which you feel should be followed by . . .

your friends.

your parents.

SPACE TO JOT DOWN YOUR IDEA

- A family problem:

- Your advice:
- A social problem:
- Your advice:
- A psychological problem:
- Your advice:
- [LO 4.3]

### **ACTIVITY 3:**

**Discuss the following in groups. Your teacher will suggest other topics.**

**A.** “If language is truly a window to the world and if the words and expressions we use truly affect the way we think, can we ever really stamp out violence?”

**B.** “If we concentrate on learning to speak well, then we shall be able to do something about child abuse by speaking out!”

**C.** The violence that we see on television and in films makes it acceptable to us. Should we resist it? If so, how?

### **ACTIVITY 4:**

- You are ready to write *your own speech* and *to deliver it*.

Remember, the class is on your side and if you make mistakes, it really does not matter. Next time will be better and eventually you will be a practised speaker BECAUSE you took the

opportunities to speak whenever you could and you were prepared to go on whether you made mistakes or not.

Even athletes at the Olympic Games make mistakes so therefore you can too!

Here are some tips on HOW TO WRITE A SPEECH

1. Make sure you understand WHAT the topic means.
2. Have a strong opening sentence of a few sentences – to attract the attention of the audience.
3. Have 4-5 good points about the topic (make them different) and make sure that one follows the other logically so that your speech does not sound like a shopping list.
4. Decide where you should pause.
5. Decide where you would like to use a gesture or two
6. Have a good close so that the audience is impressed.
7. Refer to oratory manners again to remind you about specific techniques to use.

*In general:***Have a good start – a good middle - a good ending.**

WHAT TO DO NEXT:

8. Write down the speech on small cards, one point at a time.
9. Learn the speech as written on the cards.
10. Say the speech to yourself – ALOUD - without referring to the cards if you can.

Only now are you ready to make the speech!

Remember, writing a speech takes practice. It takes perseverance and time and effort.

And remember, if you do not get it right the first time, then do not give up.

You have done well to take part at all and next time should be easier.

NOW, Choose ONE of the following

Go home and prepare a speech to present to the class.

The speech should last between 3 – 5 minutes.

Fathers/ mothers have a very important role to play in bringing up children.

Discipline is not the same thing as punishment.

How to care for animals.

What young people talk about.

Playing a sport is a healthy occupation.

South Africa is a fascinating country.

Reading can take you anywhere in the world - or beyond.

Healthy things for teenagers to do.

How to spend R10 000 on others.

How tourism helps our economy.

Our game parks are special.

Why we should stop littering.

Rural life vs city life

Some good games for young children.

How to arrange a special party for a 14-year old.



If you had five special wishes, what would they be?

There is no substitute for Love.

To speak a few languages is an advantage.

Money does not buy happiness.

What preparations are necessary before going on a hike?

## **ACTIVITY 5:**

### **[LO 2.1]**

#### **ROUGH NOTES FOR MY SPEECH**

Your topic. (Underline the focus of your topic): \_\_\_\_\_

Your opening – to attract the attention of the audience:

\_\_\_\_\_

Other main points:

- 1.
- 2.
- 3.
- 4.
5. Consider your pausing.
6. Consider a few gestures.
7. Your closing:

8. Remind yourself about posture and eye-contact.
9. Remember to be enthusiastic and sincere.
10. Make sure there are no language errors; use good diction. Make sure that your speech is neatly written on hard cards (ONE side only)
11. Above all, remember to speak clearly and audibly.
12. Finally, a reminder that preparation will give you all the confidence you need. Learn to speak hardly using your notes. Practise on your dog and the trees outside!

## **Assessing**

### **LO 2 Speaking**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

*We know this when the learner:*

2.1 communicates ideas and feelings creatively and expressively with a great degree of confidence and with limited assistance, using a range of selected oral text types;

### **LO 4 Writing**

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

*We know this when the learner:*

4.3 demonstrates basic skills in a range of writing appropriate to the text type;

4.4 uses the writing process collaboratively and independently to generate texts:

4.4.1 selects and explores topics through brainstorming, using mind maps and lists;

4.4.3 plans and develops topic using relevant information from other sources.

## **Memorandum**

ACTIVITY1: The purpose of looking at a two-way conversation:

Pupils need to understand how much spoken language influences our lives and that learning this skill can be useful.

ACTIVITY2:

Sharing Problems in a Group Discussion: Again, pupils should understand that bottling up feelings is not healthy and that talking about them can help. Again, realizing that many pupils face the same problems helps to minimise the misery. Perhaps some of the advice that is meted out by them can be conveyed to the staff and parents!

ACTIVITY3: GROUP DISCUSSIONS

More discussions in groups. Make sure that EACH pupil is contributing and perhaps give an award / prize to the best group: How well / thoroughly did they tackle the problem and did everybody take part?

ACTIVITY4: WRITING A SPEECH and PRESENTING A SPEECH:

Go through ALL the stages with them BEFORE they start and then encourage the different techniques. Allow the class to evaluate.

ACTIVITY5: Reading and reacting to “The Power of the Word”

- As this is a fairy story, there is a **special way to read it**:
- The important words are **stressed**.

- Whatever is in the story must be expressed in the **sound of the voice** e.g. "beautiful" must SOUND "beautiful" (using a voice of admiration).
- Pupils must learn to let their eyes **run ahead** so that the head AND eyes are **lifted**, looking at the audience when the last word(s) of the sentences are read/said.
- This takes **practice**. What it means is that a reader maintains important eye-contact with the audience.

Most people drop their voice and their head at the end of a sentence and lose the punch of the sentence. So, PRACTISE, PRACTISE, PRACTISE.

The power of speech

## **ENGLISH HOME LANGUAGE**

**Grade 8**

### **VALUED VALUES**

**Module 5**

### **THE POWER OF SPEECH**

#### **ACTIVITY 1:**

**Read the following fairy story and answer the questions set on it**

**[LO 3.3, 3.10, 5.3.3]**

#### **POWER OF THE WORD**

Once upon a time, a beautiful baby was born in a beautiful kingdom.

To celebrate his birth, the King and Queen invited ALL the people in the kingdom to a palace party – including the beautiful Fairy Godmother, Logos.

Logos loved all people and she always gave each newborn baby girl or boy a beautiful gift. A gift that would help them in the future; that would help them to grow; that would make them strong, kind and wise.

And she always had only one condition.

± ± ± This day was no different.

The palace was buzzing with busy groomsmen and handmaidens and doormen and cleaners. The party for the prince was going to be special and everything had to sparkle for him.

That evening, the coaches rolled up, the elegant ladies stepped out and were escorted by gallant gentlemen into the glittering ballroom.

Then the King and Queen made their grand entrance.

Suddenly the Queen pointed to a curtained corner and ordered a footman to open the curtains.

There lay the beautiful baby boy. The new Prince.

There were Oohs and Aahs as the baby cot was surrounded by admiring friends.

Just then the fairy Godmother made her appearance and the room fell silent. She glided towards the crib and stretched her magic wand over the baby. All waited for her special gift and craned forward to get a good view.

“My dear baby boy,” Logos said serenely. “I have a VERY special gift for you, that will help you in the future, that will help you grow, that will make you strong, kind and wise.”

She waved her wand over the crib, smiled at the baby, who was gurgling with excitement and announced:

“ My gift is the gift of language. You will be able to use your mouth to make sounds that all can understand to convey your emotions, to express your thoughts, to give your opinion. It will help you to tell stories, change views, respond to situations, command audiences and express admiration for paintings, music, dancing and song.

In short, this is a God-given gift and is given to all new human babies and to no other creatures or plants. Use it well!”

± ± ±

TWELVE YEARS LATER, the Prince was sitting outside the palace on a bench in the garden. He had not learnt to speak politely but was arrogant. He did not express his feelings honestly but sulked when his inner wishes were not met. He never listened but always wanted to be the centre of attention, and have his views heard and accepted. He was not prepared to change and to share but liked to enforce his opinions on others and stuck to his views only. He was narrow-minded and small-minded.

In short, he was a very objectionable little boy. A poor prince.

Logos, the Fairy Godmother, approached him, quietly assessed the situation and then gave her verdict: "Sire, you were handed a wonderful gift when you were born. You had the power to use what came out of your mouth wisely and well. Instead, you abused the gift, ignored the condition and now must pay the price . . .

I command that you be struck dumb from now onwards and that your gift go from you and into the head of that poor horse that is being abused so badly by his owner. It is time that he expressed his feelings and that his owner heard him."

And there sat the Prince, unable to speak at all. He soon lost all his friends, who lost patience with his tantrums. His family found it increasingly difficult to cope with him and it was not long before he realized what he had done. He became a lonely, miserable little boy.

In the meantime, the horse that was being abused, turned around to his owner one day (when he was being beaten unfairly, laden with too much and expected to do too much without proper fodder or adequate water), and spoke clearly, honestly, rationally and calmly, "Neigh, this will not do. I should like to ask you to consider how I feel too.

I know that you do not mean to be unkind to me, but you must realize that I help you with earning your living and so deserve to be treated better. After

all, we are in this business together, so let us work out a plan together. Please give me enough food and water, do not overload me, nor expect me to do too much in one day. Then I shall work for you until the day I drop and will give you good service and help your business to grow. Then we can both benefit.”

The owner was so surprised by the unselfish and wise attitude of his horse that he listened

to the calm words of his work horse, changed his habits and became a better owner.

And he and his horse lived happily ever after.

As for the Prince, he realized the folly of his ways and was luckily given another chance and today is a wise and well-loved King, who says what he means and means what he says.

He knows when to keep his mouth wide shut and when to speak. He is a good listener. A wise decision-maker. And people come from far and wide to see how he has learnt to use the gift of language so well.

THE END

We hope you enjoyed this story! Why not draw an illustration to suit this story:

Now, from the story, **extract** the following information:

1. Give **EIGHT** good reasons for using language well.

What kind of problem can be **solved** by the good use of language? **HOW** should one speak, in general? Draw up the **invitation** to the above party and write the reply.

Write a good **narrative essay** of your own (Use extra paper of your own, if necessary) of about 250/300 words (1 ½ - 2 pgs) about:

A special boy / girl who had trouble expressing him- / herself e.g.



A shy person . . . It does not have to be a fairy story.

Use the following checklist to guide you with the essay-writing and the invitation.

Now, do some peer-editing where a friend or partner checks your work too

. WHAT TO LOOK FOR IN THE NARRATIVE ESSAY
Planning in general
Content convincing
The content flows logically
The language use is excellent
The ideas are well-thought out
The work is neat
The spelling is good
The character(s) is(are) described well
The setting is described well
The activities are described well
The reactions and actions are described well (the feelings)
There is an opening, a middle section and a close.

WHAT TO LOOK FOR IN THE INVITATION
The design is attractive
The format is correct
All the information is supplied
Spelling is correct
The invitation is neat
An RSVP address is given in the invitation, and the reply
An interesting font is used.

## EXTRA ROUGH NOTES

*Opening paragraph idea* (to attract the attention of the reader):

Closing paragraph

## FINAL ESSAY

Reminder: Hand in your rough work / rough draft with the final essay.

Now, in about 10 – 12 sentences, **summarise** ‘The Power of the Word’.

## Assessment

--

LO 3 Reading and Viewing
The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.3 discusses the purpose, audience and context of a text;
LO 5 Thinking and Reasoning
The learner will be able to use language to think and reason, as well as to access, process and use information for learning.
We know this when the learner:
5.1 uses language to think and reason:
5.1.1 applies thinking and reasoning skills in a variety of contexts across the curriculum;
5.3 processes information:
5.3.3 extracts and synthesises information, using listening, reading, writing and viewing skills;

## Memorandum

Relationships

## **ENGLISH HOME LANGUAGE**

**Grade 8**

### **VALUED VALUES**

#### **Module 6**

#### **RELATIONSHIPS**

Next, YOU will be looking at RELATIONSHIPS

The way that people deal with each other is complicated. YOU know that.

You either experience it yourself or see how others sometimes struggle.

The relationship between a child and the parent is sometimes fine but often tense.

Feelings come into play. How sensitive one is affects the relationship.

Feeling good about yourself certainly helps.

And knowing HOW to deal with certain problems also helps.

#### **ACTIVITY 1:**

**Read the story below and then answer the questions that follow:**

**THE PARENT AND THE CHILD**

How-many-times-do-I-have-to-tell-you-the-same-thing-If-only-you-listened-there-would-be-peace-in-this-house-besides-why-do-you-leave-your-clothes-lying-all-over-the-room-WHO-do-you-think-is-going-to-pick-them-up-I'm-not-here-to-be-your-slave-and-please-take-your-hands-out-of-your-pockets-after-all-it-is-polite-to-greet-older-people-Answer-me-when-I-speak-to-you-but-you-don't-have-to-shout-I'm-not-deaf-it-is-rude-to-answer-back-Because-I-say-so!-Why-do-you-not-wipe-your-feet-before-you-come-into-the-house-and-another-thing-Come-back-here-I-have-not-finished-with-you-yet-Don't-eat-with-your-mouth-open-Don't-yawn-without-putting-your-hand-in-front-of-your-mouth-and-why-can't-you-close-the-door-Were-you-born-in-a-cave-or-what-and-switch-off-the-light-money-does-not-grow-on-trees-and--eat-your-food-What-about-the-starving-children-in-China?

What should this mother do to improve her relationship with her child?

## THE EDUCATOR AND THE LEARNER

Morning!

Sit down!

Get out your grammar books!

Turn to page 38!

Do exercise 3 (a) (I) (ii) and (iii) and 4 (a) - (j)!

John, turn around!

Sally, where is your homework book?

Sipho, you are in detention for poor work!

James, stop talking. Now!

Nothando, stop eating in class!

Fritz, concentrate on your work!

Work, class! WORK!

John! OUT! – NOW!

Why do **YOU** think the teacher does not get co-operation from her class?

Why do you think the mother's speech is written with so many **dashes**?

Why are so many **exclamation marks** used in the teacher's speech?

- Try to write a similar scene in play-form (A scene from home; from school):

Reminder:

Leave a line open between speakers

Do not use inverted commas in play-form

Try to let both parties speak at least 5 times each.

Give instructions after the colon.

Here is an example:

- Mother: (*furious*) Tell me where you are going!
- Daughter: I won't!
- 

## ACTIVITY 2:

### [LO 4.1.2]

- Now **YOU** try:

Give your playlet a title and hand in any rough work with the final product.

### ACTIVITY 3:

#### [LO 5.3.5]

- This is a *listening* **comprehension** so pay close attention. The teacher will be reading this to you and then will ask you some questions at the end. See how well you can answer.

20.1 How do YOU think colour influences our lives?

20.2 What was the little boy drawing at the start of this song?

20.3 What was the little boy drawing at the end of this song?

20.4 What caused him to change?

20.5 Do you prefer the first teacher or the second? Why?

20.6 Is it important to be imaginative? Why?

### ACTIVITY 4:

Forum discussion

A FORUM DISCUSSION is a planned conversation in a group, where you can share your views with the rest of the group.

Remember to have the following in place:

**A** Chairman: S(he) introduces the topic ;introduces the team;keeps the conversation flowing;asks some questions;asks a speaker to say something.Also gives his/her view.Sums up at the end.

**B** Two pupils on **either** side of the chairmanThe **outer** two pupils half face the audience and half face the group.The **inner** two pupils face the audience

but also the group. The Chairperson sits in the **middle**

**C** The idea is to see whether **everybody** in the group **takes part** in the conversation

**D** The aim is to tackle the subject as widely as possible.

**E** You may disagree with someone but do it politely, yet firmly.

**F** Try to **move** the conversation along with a remark like, “ There is something else we haven’t thought about . . .” “ To change the subject, what about . . .” “ Another aspect to consider is . . .”

**G** There should be some indication when time is up. 3 minutes is a good period to choose for each team.

- When team 1 is talking, Team 2 can get their topic and go out to prepare briefly.
- Then when Team 2 is talking, Team 3 goes out, and so on.

**The educator will suggest some topics. Hold a forum discussion and enjoy conversing with others, questioning, enquiring and chatting naturally.**

TIP: Take some paper and a pencil with you when you go out to discuss your topic briefly.

And now, for something completely different!

## **ACTIVITY 5:**

A science fiction story with a moral!

Science fiction is really strange, yet we can recognise the peculiar characters and the strange places and the funny times too, because we are used to many pictures and films dealing with outer space.



- Add some more book titles that you know about or have had recommended: (*Speak to your librarian*)

The NEXT STORY deals with two men who come from different zones.

They both deal with communication (talking to each other), in totally different ways.

- You are asked to decide which method you prefer.

Remember, the teacher will help you with certain words you might not understand.

- AND when you have read the story there are certain questions to answer . . .

You are still dealing with communication and relationships and should see if you can feel the relationship between these two men and whether you can grasp why they might have difficulty in communicating.

## THE COMMUNICATION GAP

The flight in space had been quick and the capture of the alien had been easy.

But now Chief-Engineer Bruce sat with a problem: He had captured a foreign being and as he was on his own, the interrogation would not be easy to handle.

He was used to travelling through space by himself, doing his rounds of broken-down satellites. He enjoyed finding out why some satellites were faulty, then fixing them and seeing them whirl off into space again, happily on orbit, as scheduled.

Bruce turned to his captive, who was speaking into a mouthpiece. The language the alien used was strange. Stilted somehow. But Bruce understood it. He realized that the alien only used important words and left out most smaller words. Spoken with a definite inflection, the meaning of the words was clear.

“YOU?” barked the alien at Bruce.

Bruce knew he was being questioned. “Well . . . ,” Bruce tried to explain, diplomatically.

” I am a pilot for the United States of Africa . . . and, I think . . .er . . .” He was about to explain that there had been an awful mistake and that things could be sorted out quite quickly and satisfactorily, when the alien burst out in disbelief.

“WHAT THINK?” The alien looked totally puzzled as if he had heard a word he did not know.

Bruce considered how best to cope with this extraordinary conversation and came to the conclusion that straight talking would be best.

“Well . . . to think is . . . er . . . to reason, to come to a conclusion after following certain logical steps.” He stopped long enough to gauge the alien’s response, and when there was none, he continued,” . . er. . . to use previous knowledge sensibly.” Bruce then rushed a question at the alien.

“How do YOU come to conclusions?”

The alien indicated the blinking machinery that surrounded them and moved closer to a large flashing machine as if for back up.

“WE NOT THINK. EASIER. NOT MAKE DECISIONS. NOT COMMIT. NOT CONSIDER ISSUES. NOT THINK ABOUT PROBLEMS. NOT SOLVE. NOT CONSIDER OTHERS. NOT WORRY ABOUT IGNORANCE. NOT USE KNOWLEDGE. NOT BE IMAGINATIVE. NOT THINK OUT FEARS. NOT MAKE CALCULATIONS. NOT DEBATE. NOT GET INVOLVED.”

“But it is impossible not to think,” Bruce interrupted. “ I mean, I must work out the time. I must think about my past and present in order to cope with the future!”

The alien looked at Bruce patronisingly. “WE TOLD TIME. TOLD RESULTS OF CALCULATIONS. PSYCHOLOGICAL PROBLEMS SOLVED. NOT GET INVOLVED.”

The alien sank into a chair as if he had just won a game.

Bruce wondered which system was better: His system of open, thoughtful communication or the alien’s system of automatic question and answer.

As he stepped into the Interviewing Room with the alien, he knew which system he preferred.

[LO 6.1.2, 6.2.5]

### Word choice

Bruce, the flight engineer, has written **a report** to his superiors back home. Certain **words are missing**.

- Complete the **gaps** with the **most interesting** words you can think of.
- Please check the spelling BEFORE you enter the word and write NEATLY.

“I captured a / an \_\_\_\_\_ alien yesterday. He was very \_\_\_\_\_ when we first met, but afterwards he became very .\_\_\_\_\_ I found his language extremely \_\_\_\_\_ at first, but later it was not \_\_\_\_\_ to understand. The clothes he was wearing were \_\_\_\_\_ and his head was rather \_\_\_\_\_ His fingers were

\_\_\_\_\_ and his eyes, \_\_\_\_\_ The tone of his voice was very \_\_\_\_\_ .

From the choices given, **select and underline** the word, phrase or clause which is **most true**.

Bruce had taken *a long time / a short time* to get into space.

He had *trouble / no trouble* in capturing the alien.

He was a *qualified / unqualified* man.

The alien spoke in an *abrupt / smooth* manner.

Bruce's manner was *polite / impolite*.

The alien *had no will to choose / had the ability to choose* for himself.

The two men found it *difficult / easy* to communicate with each other.

The alien was a *free / captive* being.

The alien's response was *mechanical / personal*.

## Memorandum

### ACTIVITY 3: Listening to a reading

This is a song by Harry Chapin about a boy's **first day** at school, and how a teacher affects him.

- **Read it slowly and carefully but rhythmically – remember, it is a song.**

“FLOWERS ARE RED AND GREEN LEAVES ARE GREEN”

The little boy went first day in school  
He got some crayons and he started to draw  
He put colours all over the paper  
For colours were what he saw

And the teacher said, “What’re you doing, young man?”  
“I’m painting flowers,” he said.  
She said, “It’s not the time for art, young man  
And anyway, flowers are green and red.  
There’s a time for everything, young man  
And the way it should be done.  
You’ve got to show concern for everyone else  
‘Cause you’re not the only one.”

And she said, “Flowers are red, young man, and green leaves are green.  
There’s no need to see flowers any other way  
Than the way they always have been seen.”

But the little boy said, “There are so many colours in the rainbow. So many colours in the morning sun.

So many colours in the flower And I see every one.”

The teacher said, “You’re sassy! There’s ways that things should be And you’ll paint flowers the way they are So repeat after me:” And she said, “Flowers are red, young man, and green leaves are green There’s no need to see flowers any other way Than the way they always have been seen.”

But the little boy said, “There are so many colours in the rainbow. So many colours in the morning sun. So many colours in the flower And I see every one.”

The teacher put him in a corner. She said, “It’s for your own good. And you won’t come out till you get it right. And are responding like you should.” Well, finally he got lonely Writing it up in his head And he went up to the teacher And this is what he said:

And he said, “Flowers are red. And green leaves are green. There’s no need to see flowers any other way

## Assessment

<b>LO 4 Writing</b>
The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
<i>We know this when the learner:</i>
4.1 writes a range of imaginative texts:

4.1.1 to express imagination, ideas and feelings about self and others;

4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters;

## **LO 5 Thinking and Reasoning**

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

*We know this when the learner:*

5.1 uses language to think and reason:

5.1.1 applies thinking and reasoning skills in a variety of contexts across the curriculum;

5.3 processes information:

5.3.3 extracts and synthesises information, using listening, reading, writing and viewing skills;

5.3.5 summarises information or ideas by selecting generalising, categorising and editing, and reflects critically on the product.

## **LO 6 Language structure and use**

language structure and useThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

*We know this when the learner:*

6.1 works with words:

6.1.1 uses a range of different strategies to spell unfamiliar words;

6.1.2 creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems;

identifies and uses the components of a sentence such as subject, verb, direct and indirect object, main and subordinate clauses;

Prejudice terminology

## **ENGLISH HOME LANGUAGE**

**Grade 8**

**Module 2**

### **CULTURAL AND AESTHETIC PREJUDICE**

**Module 2**

#### **PREJUDICE TERMINOLOGY**

##### **ACTIVITY 1:**

**Learn some prejudice terminology**

**[LO 6.1.2]**

- Read the following to yourself: Then the teacher might ask you to read to the class.

**“To be biased,”** means “to have a leaning towards”; “to favour one side”

e.g. “My daughter is really beautiful and deserves the prize although the other judges awarded it to another contestant.” (This mother should not be a judge; her daughter would win every time!)

**“To be prejudiced”** means ‘to pre-judge’ (the prefix ‘pre’ means ‘before’)



e.g. “I do not want to meet that new pupil. He is Korean and will probably be stupid.” (This speaker will probably be surprised to find that the Korean pupil is not stupid. She has not even met him and has already condemned him! *Perhaps SHE is stupid for being so prejudiced?*)

**“To give a generalised opinion”** means to lump everybody or everything into one category and to give particular qualities that most people associate with *a* person or thing to *all* people and *all* things e.g. All librarians are dull bookworms; all teachers are narrow-minded and strict; all traffic police are unfair, cross-looking people.

e.g. “What will she know? She’s a junior school teacher.” Here you are *stereotyping* (giving what you consider to be *typical characteristics* to all).

**“To be inaccurate”** means to veer away from the facts and to introduce or leave out a detail which will then convey a different message.

e.g. Jill tells John: “I am not going to the party tonight as I have to study.” Later John tells Roger: “Jill is not coming to the party tonight – she must study and you know what that means!” Suddenly the whole message is changed *because something was added*. Or later John tells Roger, “Jill is not coming to the party tonight.” Roger thinks all sorts of reasons for her not coming, because John *left out some information*, which also changes the whole message. See?

## ACTIVITY 2:

### A look at Logic

#### [LO 5.1.1]

- You have just learnt some terms about prejudice. Which would you use to describe a person who uses the following statements?

1. “I think you should distrust that man. He is a Russian!”
  2. “I think that woman is common – she has bright blonde hair!”
  3. “I will not employ that young man – he is wearing an earring!”
  4. “Look at that poor driving – must be a woman!”
- There is something WRONG with each statement.
  - Explain fully why you think all FOUR statements do not make sense.

### **ACTIVITY 3:**

#### **Reading a story**

#### **[LO 3.1]**

- The teacher will ask a few of you to read this story to the class.

Try to read it so that the class enjoys it!

#### **The Birth of Prejudice**

“One day a beautiful baby was born to Thami and Kolo, named Kwela.

As he grew up, Kwela’s mother sang songs to him, spoke soft words to him and cradled him lovingly in her arms. He was kind and polite to strangers who came past his village from time to time. Kwela’s father taught him to run and hunt and to treat animals and his elders with respect. It was a happy home. His parents taught him to be honest and to express his feelings and his fears.

Kwela enjoyed his life.

But then something happened which changed everything.

His parents were killed in a landmine accident and Kwela was sent to stay with a foster family until a suitable family could be found for him.

This family was very different and very soon Kwela started changing.

He found that his attitudes hardened, that his perceptions of other people became more distrustful and his prejudices surfaced.

One day he was listening to his new foster mother talk about their neighbourhood.

“You know,” she said, in a complaining voice, “Noor from next door is such a liar. He told me that bananas cost R1,99 but when I gave him some money to buy some for me, he told me that

the price has gone up to R2,30! I don’t believe him – he is a taxi-driver. What can you expect! He took my money! Don’t you trust him, you hear, Kwela!”

His foster mother continued in the same vein. “Honestly, men are so stupid. They can’t even buy bananas properly! Typical! . . . So, Kwela, I want you to buy the bananas for me, OK? I know you do not understand much, but you can buy bananas, can’t you? And I don’t want you buying them from that Chinese man – they are also all crooks if you ask me!”

Soon Kwela did not like the man from next door, did not believe that he was capable of doing anything and became a quiet, angry young man, who distrusted taxi-drivers and Chinese people.”

#### **ACTIVITY 4:**

##### **Find synonyms**

### **[LO 6.1.5]**

- Here are SYNONYMS for some of the words used in the passage:
- 
- Can you find the corresponding words in the passage?

WORDS from Paragraph 1 and 2:

attractive, bonny, gorgeous, handsome, lovely, pretty

holding, lulling, nestling, rocking

dearly, kindly, tenderly, warmly

benevolent, compassionate, considerate, kind-hearted

civil, courteous, gracious, mannerly, respectful

consideration, deference, regard

### **Paragraph 5**

acceptable, appropriate, eligible, fit

### **Paragraph 9**

bemoaning, disapproving, griping, grouching,

### **Paragraph 10**

cheats, criminals, gangsters, racketeers

### **Paragraph 11**

competent, qualified, skilful

mild, reserved, retiring, shy

bitter, cross, furious, indignant, resentful

suspected, had misgivings

## **ACTIVITY 5:**

### **Language test on above synonyms**

#### **[LO 6.1.2]**

- Before we answer some questions on the above story, let us have a quick language test, based on the above synonyms you have just learnt:

Gorgeous - Why is this word spelled with an 'e' after the 'g'? (2)

Bonny - 'A bonny baby' is an example of what poetic device? (1)

Lulling - Why is this word spelled with two 'l's'? (1)

tenderly, warmly - What part of speech are these two words? What gives you a clue? (2)

Benevolent - Identify the prefix in this word and give its meaning.(2)

compassionate, considerate - Identify the prefixes in these words and give their meaning. (3)

courteous - What is the root of this word. Now give the original explanation of this word. (3)

consideration, deference - Give the suffixes of these two words. (2)

eligible - How is this word different from 'illegible' (2)

Bemoaning - What part of speech is 'moan'. And 'bemoan'? (2)

Disapproving - Break up this word into morphemes and explain your divisions.(6)

griping How is ‘griping’ different from ‘gripping’ IN SOUND? (2)

gangsters, racketeers What part of speech is created by the suffixes ‘ers’ and ‘eers’? (1)

Skilful - Explain the spelling rule that applies to this word. (2)

Reserved - Here the word means ‘shy’. Give another meaning of this word and its word class. Use it in a sentence. (4)

Retiring - Here the word means ‘shy’. Give another meaning of this word and its word class. Use it in a sentence (4)

cross, furious, indignant - List these words in order of intensity, from least to most.(1)

TOTAL: 40:	1 – 10 = <b>1</b>	<i>Not working as you should</i>
	11 – 20 = <b>2</b>	<i>Improving</i>
	21 – 30 = <b>3</b>	<i>Good work</i>
	31 – 40 = <b>4</b>	<i>Excellent work</i>

## ACTIVITY 6:

**Now answer some comprehension questions on the passage**

**[LO 5.2.4]**

- Now, in your group, discuss AND then write down :

1. What was the main difference between Kwela's two homes? (4)
2. What did his own parents teach him? (2)
3. Why did Kwela's approach to other people harden? (2)
4. Who was responsible for his distrust of others? (1)
5. Do you think that he had a choice to make? Explain your answer. (2)
6. What choice should he make for himself? (2)
7. Do you think that many people today are prejudiced towards others because they have been *taught* to be like this? Explain what you mean: (4)
8. Do you think you are prejudiced? Have you ever said anything that is biased, prejudiced, stereotype or inaccurate? Give an example or two. (3)

**TOTAL: 20 : 1 – 5 = 1; 5 – 10 = 2; 11 – 15 = 3; 16 – 20 = 4**

**Assessment**

<b>Learning outcomes(LOs)</b>
<b>LO 2 Speaking</b>

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

### **Assessment standards(ASs)**

*We know this when the learner:*

2.1 communicates ideas and feelings creatively and expressively with a great degree of confidence and with limited assistance, using a range of selected oral text types;

2.2 communicates ideas, facts and opinions on challenging topics clearly and accurately and with a greater degree of coherence, using a range of factual oral text types;

2.4 demonstrates a range of interaction skills by participating actively in group discussions, conversations, debates and group surveys and while so doing:2.4.7 shows range of interaction skills in discussion, persuading other.

### **LO 3 Reading and Viewing**

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

*We know this when the learner:*

3.1 read spontaneously and often for pleasure and information across the range of texts studied, discusses personal response and the kinds of texts enjoyed, and recommends text to others;

3.2 reads aloud and silently for a variety of purposes consolidating the appropriate reading strategies developed in earlier grades.

### **LO 4 Writing**



The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes

*We know this when the learner:*

4.1 writes a range of imaginative texts:4.1.1 to express imagination, ideas and feelings about self and others;4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters;

4.2 produces a range of factual written and multi-model texts for various purposes, using a range of visual, and design elements where appropriate by means of recounts of events, research project reports, pamphlets, posters, book reviews;

4.4 uses the writing process collaboratively and independently to generate texts:4.4.5 reflects on multiple drafts considering purpose, audience, language usage, bias, complex organisation and a few simple elements of style, and revise appropriately.

## **LO 5 Thinking and Reasoning**

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

*We know this when the learner:*

5.1 uses language to think and reason:5.1.1 applies thinking and reasoning skills in a variety of contexts across the curriculum;5.1.6 draws on own experience in order to substantiate point of view;5.1.7 questions and infers to solve problems and develop thinking about complex issues, ideas and emotions;

5.2 use language to investigate and explore:5.2.4 locates and accesses information from a wide variety of sources;

5.3 processes information:5.3.3 extracts and synthesises information, using listening, reading, writing and viewing skills;5.3.5 summarises information or ideas by selecting generalising, categorising and editing, and reflects critically on the product.5.3.6 formulates thoughts orally and in writing in increasingly complex ways, using knowledge of language.

### **LO 6 Language Structure and Use**

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

*We know this when the learner:*

6.1 works with words:6.1.2 creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems;6.1.5 uses word families and words of the same field to develop vocabulary in context.

#### **ACTIVITY 1: Learn some prejudice terminology**

- Prejudice happens so much in our daily living that it is important to keep these terms in the back of our minds so that we recognize *our* behaviour when prejudice rears its ugly head in front of us. Wariness is all.

You can already take a reading mark from some learners here. They should pause slightly when they read the term and use different tones for the direct speech.

#### **ACTIVITY 2: A look at Logic**

- Give them extra exercises and let them work out some of their own. Let them read their final statement to the class and you grade them.

### ACTIVITY 3: Reading a story

- A reading exercise is important early on in this module. SHOW them how to read well, by letting the eye run on and lifting the head as a result. Teach them how to stress certain words; how to pause effectively and how to pace themselves. Generally, pace is the one aspect of public reading which affects everything else: They go so fast that they gobble up the words!

### ACTIVITY 4: Find synonyms.

- Let them do this exercise themselves and mark it themselves with your help. You can use this exercise to do so many other activities. (See start of the vocabulary list in Module 1).

1 - 3 = 1 ; 4 - 5 = 2 ; 6 - 9 = 3 ; 10 - 13 = 4

### ACTIVITY 5: Language test on above synonyms

- You can let them find other words that follow the same spelling pattern and do a spot test the next day. A word broken up into syllables is a word broken up into the separate SOUND parts. A word broken up into morphemes is a word broken up into separate MEANINGFUL parts e.g.

Ad – mi- ni- stra – tion = 5 syllables of *administration* (5 sound bits)

Ad – minist(er/r)-ation = 3 morphemes of *administration*

(prefix / root /suffix)

Let their peers mark this. YOU check the neatness and the spelling as you walk about!

### ACTIVITY 6: Answer comprehension questions on passage

- THIS you can take in and mark to check their expression, neatness, punctuation and spelling. It is a response to text which can go into their portfolio's. They can see that the previous exercises have helped them towards doing this properly.

Prejudice in the world

## **ENGLISH HOME LANGUAGE**

### **Grade 8**

## **CULTURAL AND AESTHETIC PREJUDICE**

### **Module 8**

## **PREJUDICE IN THE WORLD**

### **ACTIVITY 1:**

#### **A look at prejudice in the world**

#### **[LO 5.1.7]**

- Can you think of examples of prejudice that have been shown in the following countries:

<b>1. AMERICA</b>	<b>2. INDIA</b>	<b>3. IRELAND</b>
<b>4. CANADA</b>	<b>5. YUGOSLAVIA</b>	<b>6. ISRAEL</b>
<b>7. SOUTH AFRICA</b>	<b>8. RUSSIA</b>	

-

- Write down what you think. Swap your answers with a partner.

Mark: Each x 4 and Bonus + 1

TOTAL: 40

**AMERICA**

---

$$4 + 1 = 5$$

**INDIA**

---

$$4 + 1 = 5$$

**IRELAND**

---

$$4 + 1 = 5$$

**CANADA**

---

$$4 + 1 = 5$$

**YUGOSLAVIA**

---

$$4 + 1 = 5$$

**ISRAEL**

---

$$4 + 1 = 5$$

**RUSSIA**\_\_\_\_\_

\_\_\_\_\_

$$4 + 1 = 5$$

**SOUTH  
AFRICA**\_\_\_\_\_

\_\_\_\_\_

$$4 + 1 = 5$$

$$1 - 10 = 1; 11 - 20 = 2; 21 - 30 = 3 ; 31 - 40 = 4$$

## **ACTIVITY 2:**

**My thoughts on prejudice in the world**

### **[LO 4.1.1]**

- Now, in a short paragraph (about six lines), write down *your thoughts* on prejudice.

**MY VERY OWN THOUGHTS ON PREJUDICE IN THE WORLD (in brief)**

**USE THE FOLLOWING CHECKLIST to monitor your standard:**

### **PEER ASSESSMENT**

**Tick or cross**

**COMMENT IF YOU WISH**

Handwriting neat?

Spelling good?

Have I used some relevant vocabulary?

Do I have a fair viewpoint?

Do I show that I understand what prejudice means?

Have I approached the topic maturely?

Have I shown that I have learnt some

thing from the previous activities?

View crisply presented?

### **ACTIVITY 3:**

#### **Book review**

#### **[LO 4.2]**

- Some books to look out for which deal with prejudice. Find them in your school or local library:

1. *The Cay* by Theodore Taylor

2. *I am David* by Anne Holme

It is VERY important that you read. This is your OWN way of teaching yourself.

- Find a book that really interests you, read it and then write the following review on the book.



- 

## **ROUGH WORK:**

MAIN CHARACTERS(and something about them)

PLOT

(Briefly)

STRONG POINTS(Summarised)

WEAK POINTS(Summarised)

## **edited copy: BOOK ANALYSIS**

TITLE

AUTHOR

FICTION / NON-FICTION

MAIN CHARACTERS:something about them

Brief summary of the PLOT

STRONG POINTS

WEAK POINTS

RECOMMENDATION?

TO WHOM?

BOOK AVAILABLE FROM

## **Assessment**

**Learning outcomes(LOs)**

## **LO 2 Speaking**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

### **Assessment standards(ASs)**

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5.3.5 summarises information or ideas by selecting generalising, categorising and editing, and reflects critically on the product.

5.3.6 formulates thoughts orally and in writing in increasingly complex ways, using knowledge of language.

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The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

*We know this when the learner:*

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6.1.2 creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems;

6.1.5 uses word families and words of the same field to develop vocabulary in context.

## **Memorandum**

ACTIVITY 1: A look at prejudice in the world

- We are so often caught up in the belief that South Africa is the ONLY country that suffers (or suffered) from prejudice. This is, of course, not true. “People is people”, after all! So, it is healthy to have a look outside our borders and to see how the rest of the world acts and reacts. The bonus mark is for good expression.

Explain how sometimes in an examination, a bonus mark is awarded.

- Their findings will lead to a healthy class discussion but keep it on the topic and remind them to remain objective and not emotional. (Just a thought: Dickens was a social reformer who criticised so many social ills, like child labour, hours of work, industrial relations, street children, prostitutes etc – how much have we changed and how much have our attitudes changed?)

ACTIVITY 2: My thoughts on prejudice in the world

- By now they should be expressing themselves more maturely and have more intelligent things to say about prejudice. Point out the growth in content and in expression. Explain how airing one’s views is healthy and that *fairness* plays a role in a discussion on prejudice.

ACTIVITY 3: Book review

- DO encourage reading: Still the best means of educating anyone. Perhaps read a few paragraphs from a book to motivate them? Their book reviews can be filed in the class so
- that there is a record of a book which they might like to consult before reading it. In any case, let them *show and tell* in front of the class. A young person recommending a book is more powerful than an educator trying the same! This YOU need to mark to assess the value.

Write a sensitive letter and read a passage

## ENGLISH HOME LANGUAGE

### Grade 8

## CULTURAL AND AESTHETIC PREJUDICE

### Module 9

## WRITE A SENSITIVE LETTER AND READ A PASSAGE

### ACTIVITY 1:

Write a sensitive letter

#### [LO 4.1.2]

- Now that you have looked at prejudice around the world, write a letter coming from someone who has experienced prejudice against himself.
- Choose *ONE* of the following children's problems and write a **dignified letter** as if coming from him or her, explaining what happens exactly, how you feel and what you think can be done about the situation: Give examples of the kind of trauma that you experience and try to explain descriptively the actions and reactions of the participants.

The thoughts of an Irish girl / boy who has been victimised because she is a Catholic.	The thoughts of an Indian girl / boy who is victimised because she is one of the <i>untouchables</i> .
The thoughts of a Muslim Iraqi	The thoughts of a young Palestinian

student who is victimised while studying in America.	girl / boy who is living in a largely Jewish area and who feels victimised.
The thoughts of a young Serbian boy / girl who has to attend school in a largely Croat region and who feels victimised.	The thoughts of a young girl / boy who speaks English only in a largely French-speaking quarter and who feels victimised.

### PREPARING:

- Do some reading on any of the above countries and their problems.

### ROUGH, SUMMARISED RESEARCH NOTES:

Look at the following assessment chart BEFORE you start writing:

CRITERIA				
<b>Opening Format</b>	Quite right	Almost right	Not quite right	Not right at all
<b>Opening paragraph</b>	Impressive	Quite touching	Fairly moving	Has no impact
<b>Main points</b>	Have impact	Quite impressive	Rather confused	Very confused
<b>Mood</b>	Very meaningful	Quite meaningful	Meaningful in parts	Not meaningful
<b>Closing paragraph</b>	Has impact	Quite impactful	Fairly impactful	Has no impact
<b>Neatness</b>	Very neat	Quite neat	Neat in part	Untidy
<b>Diction</b>	Striking	Good at	Scattered	Poor

		times		
<b>Figurative imagery</b>	Very touching	Touching at times	Too few images	No imagery
<b>Punctuation</b>	Adds to theme	Quite interesting	Used too seldom	Poorly used

**MADE-UP ADDRESSES AND NAMES OF THE CHARACTERS:**

**PLANNED OPENING PARAGRAPH:**

**MAIN POINTS TO COVER:**

**PLANNED CLOSING PARAGRAPH:**

**FINAL EDITED LETTER** (To be handed in for your portfolio)

## **ACTIVITY 2:**

**Read passage**

**[LO 4.1.2]**

- Now, it is time to read the following passage to yourself and then answer the questions that follow:

### **The Givers and the Takers**

1. When a learner is in Grade 8, there are certain sensitive issues which affect a young girl or boy: These are issues to which they react with deep emotion, heartfelt agony and embarrassment. The good news is that this is natural.
2. However we need to understand relationships more clearly and to look a bit more deeply to find solutions. There certainly ARE solutions to ALL problems.
3. Ignorance, fear and prejudice certainly do not help. To treat a person badly saying that you do not know how a person is feeling is a lame excuse; fearing someone is



unnecessary when help is available and showing prejudice to any other person merely enhances a poor character.

4. There are two sides to all relationships: The sender and the receiver. And in between somewhere is a rather garbled message!

5. Let us explore the world of the sender first.

6. Sometimes a sender can be understanding, kind and compassionate, He realizes that words and actions can hurt feelings and he knows that young people are sensitive about certain issues. This could be because he has also suffered at some time and has experienced the feelings that others are going through. So he has empathy with that person: He can stand in that person's shoes. He is observant and can recognize when someone is hurting and can actually make it easier for that person by being tactful and supporting the victim. He is, in the final analysis, a leader who is prepared to go against the stream and take a stand on principle even at the cost of his popularity. He is prepared to speak out for those who cannot and to be the champion of the underdog.

7. Then there are those who enjoy to see others suffer; making them squirm, but worse, really hurting them. This hurt may be below the surface but it causes harm which may be lasting. Sadly the bully often is also in need of help and support and some positive feed-back. However, he relishes the notoriety that he receives and the fear that he injects into situations. He is hardly ever able to form good relationships because he has never tried. He believes, falsely, that showing a 'soft' side will make him look silly. If he tries to be polite, kind or helpful for a change, his life will change. He needs to believe that and to try it. Of course people might suspect him at first so he has to prove himself and not give up after the first rebuff. Generally a bully is a leader who is turning his talents and potential to evil and he needs to take control of his life.

8. Of course, we all know the opposite is true. Being compassionate is one of the greatest gifts of a person. A person with this gift gains respect for his behaviour, his responses and his reactions.

9. Next let us explore the world of the receiver.

10. He can be a victim or a survivor. A victim allows things to happen to him. He accepts them without question and almost believes that he deserves them. However, there are many ways of surviving. The best is to take a stand against being 'abused'. Talk. Talk to the first person who will listen; tell someone about the help that the bully needs! Take HIS side and show compassion. Show that you feel HE needs help!

11. After all, you are better than he, not so. So why accept his bad behaviour?

12. Receivers can be proactive, positive and definite in their responses. They can talk in a quiet voice but get their point across. They can talk in a halting way but still get their point across.

They can talk in a shy way but still get their point across. They should take courage and talk to someone. The secret words are, “May I please speak to you?” The rest will follow.

13. In Grade 8 learners are growing up and feel things strongly. This is natural. Keep it natural. Stick to good principles; be true to yourself; make real friends – then life will be for living!

14. Stake your claim!

Christine Palmer

### **ACTIVITY 3:**

**Now answer comprehension questions on the above passage**

**[LO 5.3.5]**

#### **Paragraph 1:**

Give the meaning of *sensitive*.

LO 6.1.2 (2)

What is the difference between *affect* and *effect*?

LO 6.1.2 (2)

Give one example each for why young boys and girls react with deep emotion, heartfelt agony and embarrassment.

LO 6.1.1 (6)

## **Paragraph 2**

“*We need to look more deeply*”. Give the part of speech of and the function of . . .

LO 6.1.5 (8)

we

need to look

more

deeply

## **Paragraph 3**

What is the connection of the second sentence to the first?

LO 6.2.6 (1)

## **Paragraph 4**

What is the function of the colon?

LO 6.2.6 (1)

## **Paragraph 5**

- What kind of sentence is used? (Simple, complex or compound?)

Define your answer.

LO 6.4.1 (1)

## **Paragraph 6**

Use *understanding*, *kind* and *compassionate* in sentences. Show the meaning clearly.

LO 6.1.2 (3)

What is the purpose of the colon?

LO 6.1.2 (1)

## **Paragraph 7**

- What is the meaning of *squirm*?

Use the word in a sentence to show it's meaning clearly.

LO 6.1.2 (3)

What is the difference between *fame* and *notoriety*?

LO 6.1.2 (2)

What can a bully do if he wants to change his behavioural pattern?

LO 5.1.1 (3)

### **Paragraph 8**

Name two other gifts you feel are the greatest gifts you could give to any man.

LO 5.1.1 (2).

### **Paragraph 9**

What is meant by *world* here?

LO 5.1.1 (3)

### **Paragraph 10**

Why is *talk* repeated?

LO 5.1.1 (1)

Why is there an exclamation mark after the last sentence?

LO 6.2.6 (1)

### **Paragraph 11**

Give the ONE function of both commas in the first sentence.

LO 6.2.6 (1)

### **Paragraph 12**

Combine the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> sentences into ONE sentence. Use the correct punctuation.

LO 6.2.6 (1)

### **Paragraph 13**

What is the function of the semi-colons; the dash and the exclamation mark?

LO 6.2.6 (3)

### **Paragraph 14**

Is this sentence a statement, a command or a question?

LO 6.2.4 (1)

Explain the figurative image in *stake your claim*.

LO 3.8.2 (2)

**TOTAL: 48** [1 - 12 = 1; 13 – 24 = 2 ; 25 – 36 = 3; 37 – 48 = 4]

## **ACTIVITY 4:**

### **Point-form summary**

#### **[LO 5.3.5]**

- Make a point-form summary of this passage under the following headings:
- The basic character of a person without prejudice.
- The basic character of a bully.
- The basic character of a receiver of prejudice.
- What a victim can do about being bullied.
- Give a title and leave a space between each point.
- Number your points clearly. **(20)**

**Title:** \_\_\_\_\_

**Sub-heading:** \_\_\_\_\_

**Sub-heading :** \_\_\_\_\_

**Sub-heading :** \_\_\_\_\_

**Sub-heading :** \_\_\_\_\_

## **Assessment**

### **LO 4 Writing**

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes

*We know this when the learner:*

4.1 writes a range of imaginative texts:4.1.1 to express imagination, ideas and feelings about self and others;4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters;

4.2 produces a range of factual written and multi-model texts for various purposes, using a range of visual, and design elements where appropriate by means of recounts of events, research project reports, pamphlets, posters, book reviews;

4.4 uses the writing process collaboratively and independently to generate texts:4.4.5 reflects on multiple drafts considering purpose, audience, language usage, bias, complex organisation and a few simple elements of style, and revise appropriately.

### **LO 5 Thinking and Reasoning**

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

*We know this when the learner:*

5.1 uses language to think and reason:

5.1.1 applies thinking and reasoning skills in a variety of contexts across the curriculum;

5.1.6 draws on own experience in order to substantiate point of view;

5.1.7 questions and infers to solve problems and develop thinking about complex issues, ideas and emotions;

5.2 use language to investigate and explore:

5.2.4 locates and accesses information from a wide variety of sources;

5.3 processes information:

5.3.3 extracts and synthesises information, using listening, reading, writing and viewing skills;

5.3.5 summarises information or ideas by selecting generalising, categorising and editing, and reflects critically on the product.

5.3.6 formulates thoughts orally and in writing in increasingly complex ways, using knowledge of language.

## **LO 6 Language Structure and Use**

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

*We know this when the learner:*

6.1 works with words:

6.1.2 creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems;

6.1.5 uses word families and words of the same field to develop vocabulary in context.

## **Memorandum**

### ACTIVITY 1: Write a sensitive letter

- Perhaps a short discussion about what is happening or has happened in the suggested countries. They might like to add some extra scenario's but need to explain their choice. Let them get the FEEL of the country AND the circumstances so that the letter is as REAL as possible. They must hand in the rough work with the final EDITED version. They might like to add a picture taken from a newspaper or a magazine for extra credibility.

### ACTIVITY 2: Read passage

- Here you can spend time talking about bullying in general and why and how bullying is manifested. You might like to go over the questions AND answers with the learners but they are not allowed to write down anything. Then they will be judged on how well they listened and also how well they can express themselves – almost like editing a test! Then you can take this in as part of their portfolio.

### ACTIVITY 3: Point-form summary

- They need to understand about headings; numbering; writing concisely (but still including the finite verb) and spacing. Do this roughly with them first so that they understand the techniques fully. Explain the purpose of a summary: To tell the truth, the whole truth and nothing but the truth!



Pamphlets, role models and playlets

## **ENGLISH HOME LANGUAGE**

### **Grade 8**

## **CULTURAL AND AESTHETIC PREJUDICE**

### **Module 10**

## **PAMPHLETS, ROLE MODELS AND PLAYLETS**

### **Activity 1:**

#### **Project: Creating a pamphlet**

#### **[LO 4.2]**

It is time to put some of your learning to the test!

In your group, compile a pamphlet which you feel can be handed out to parents, giving the views of the youth on:

#### **How to teach Your Children to be Non-prejudiced**

- 1: Interview your parents: Ask them what they understand by prejudice.
- 2: Ask them to give you some examples of prejudice.
- 3: Bring your replies back to your group and compile a list of answers.
- 4: Give solutions to the problems they listed.

- 5: Have a look at your material and see how you will structure your pamphlet, so that all the information is included in an interesting way
- 6: You may wish to add a few examples and solutions of your own.
- 7: Select colours that you wish to use for your pamphlet.
- 8: Design an interesting cover for your pamphlet.
- 9: Do the layout of your other information in the most attractive and interesting way.
- 10: Now present the pamphlet to your class. Explain your planning to the class too.

## **ACTIVITY 2:**

### **A look at qualities to admire in role models**

#### **[LO 5.1.6]**

- Decide which of the next qualities you admire: Tick your choice. Cross what you do *not* admire.

**HOPE, FEAR, LOVE, DOUBT, DESPAIR, ANXIETY, CHARITY,  
PREJUDICE, IGNORANCE,**

**KNOWLEDGE, UNDERSTANDING, MISUNDERSTANDINGS,  
LACK OF INFORMATION, UNWILLINGNESS TO CHANGE**

- Explain WHY you like those qualities you ticked and WHY you dislike the qualities you crossed.
- Say what sort of qualities in a person you admire most.

- Give the names of **THREE** people who act as role-models for you and say **WHY**.

By now you will have realized that **prejudice** comes from **ignorance** and lives with **fear**. And equally, a well-balanced view comes from **knowledge**, having a good example set for you of **fairness, kindness** and **understanding**. So, the way to overcome prejudice is to gain knowledge about the thing that you are prejudiced against and so to lose the fear.

It is fair to say that well armed with **facts**, you are better equipped to make a decision about qualities that you like. You should learn to read between the lines and beyond the lines.

Learn to make decisions **based on accurate information** (not on emotion, fear or ignorance).

That seems fair. Right. Just.

### **ACTIVITY 3:**

**Answer questions on playlets**

#### **[LO 5.1.6]**

- Study the following short playlets:
- Answer the questions on each playlet; and see if you have picked up on the fairness / unfairness of the different situations.

### **PLAYLETS ILLUSTRATING HOW MISUNDERSTANDINGS ARISE:**

**NOTE:** The scenes are written in **play-form dialogue**.

**Notice the following:**

1. New speaker; new line.
2. Leave a line open between speakers.
3. NO inverted commas!

**Scenario 1**

**Remember:** *The use of words creates attitudes, reactions, expectations.*

We are so sensitive sometimes that a tone in a voice or a look can convey a message which we do not accept. Then a discussion gets out of hand. e.g. John and Jill are talking to each other.

**John:** Let's go out tonight.

**Jill:** Why? What is wrong with **my** house?

**John** (surprised): Nothing! I just asked if you want to go out !

**Jill:** *Yes, but it's the way you said it!*

**And then an argument starts! What happened to going out?**

**Questions:**

- 1.1 Do you think Jill was too sensitive? Why?
- 1.2 Can you think of other occasions when this has happened, that a person has been distrustful for no apparent reason. Can you suggest why?

**Scenario 2**

**Remember:** *Working with stereotypes makes us blind to the real value of people.*

We work with stereotypes so much that we learn to accept them. e.g. Jaco and Michael are talking to each other.

Jaco: I am NOT asking her to the dance! Her name is Elspeth! She wears glasses! She doesn't drink.

Michael: Well, what about Elna, then?

Jaco: Oh no! She works in a butchery! She drives a 1993 Volkswagen! She is a religious freak! She comes from Gauteng!

### **Questions:**

2.1 **Will** Jaco find any girl to take to the dance? Explain.

2.2 What is Jaco's real problem?

2.3 How can he solve it?

### **Scenario 3:**

**Remember:** *What you see is what you will be! You can choose to see things in a positive way or a negative way. (However, can negative comments teach us something!)*

Sometimes we need to accept that we have different perceptions of the same thing. ("... but that is not what I saw!")

Lisa: Their house is so poorly furnished. They do not even have a pool! And, honestly, did you see the children, running all over the place, thin and noisy. And their clothes are so unfashionable.

Jane: Well, I don't know. The children seem happy to me. I do not mind that they do not have much furniture. At least we were asked to sit down and to enjoy cold drinks and biscuits, although they obviously cannot afford it. I think it is a happy home and that there is a lot of love in the house.

### **Question:**

3.1 Why do you think Lisa was so critical and Jane was so appreciative?

#### **Scenario 4**

**Remember:** *Giving clear instructions is very important. Keep them unambiguous. Do not blame someone if you are at fault!*

Sometimes interpretations vary and instructions are unclear.

Boniswa: Take the pill in the middle drawer and give it to Mrs Heath tonight.

Nolwe: All right!

*The next morning, Mrs Heath is found in bed – VERY sick!*

Boniswa: Nolwe, did you give her the pill!

Nolwe: Yes, I did. I opened the middle drawer which has all the red pills in it and gave her one.

Boniswa: Oh no! Not THAT drawer. I said the middle drawer!

Nolwe: But there are THREE middle drawers in the desk! One on each side vertically and one in the middle horizontally!

#### **Questions:**

4.1 Who is to blame here?

#### **Scenario 5**

**Remember:** *Bullies are actually cowards who are surrounded by admirers! You must decide whether you are guilty too of encouraging a bully! Is there anything else that you can do instead of this?*

**Sometimes things go wrong and the reaction is, “But I didn’t know!” which is no excuse, even in a court of law.**

Joseph (in front of a group of girls): Sollie is a skollie! Sollie is a skollie! Look at his thin pants and short hair! He's got fleas!

Sollie (shyly): Stop this, please, Joseph!

Joseph: Ag, listen to him whining! He's such a baby – Come on – show us your HUGE muscles then (He laughs). Come on, let's fight, champ (He pushes him onto the ground).

### **Questions:**

5.1 Why does Joseph pick on Sollie?

5.2 Do you think it is right? Explain.

5.3 What can Sollie do to protect himself?

5.4 If Sollie were to commit suicide, would it be acceptable if Joseph said, "But I didn't know he would do that! It's not my fault!" Explain.

### **Scenario 6**

**Remember:** *Life would be so much easier if we spoke clearly and simply and communicated properly.*

Say what you mean and mean what you say. Confusion and misunderstandings arise sometimes because what you say is not clear.

Rose: I'll fetch you this afternoon at school.

Jim: Good. I'll be waiting.

*That afternoon Ross cannot find Jim.*

### **Later**

Rose: Where WERE you! I waited for an hour!

Jim: I waited at school – in the hall!

Rose: But that is not what I said! What I *wanted to say* was that you must meet me at the gate outside!

### **Question:**

6.1 What should these two do to make sure their lines do not get crossed? L

## **Assessment**

### **Learning outcomes(LOs)**

#### **LO 2 Speaking**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

#### **Assessment standards(ASs)**

*We know this when the learner:*

2.1 communicates ideas and feelings creatively and expressively with a great degree of confidence and with limited assistance, using a range of selected oral text types;

2.2 communicates ideas, facts and opinions on challenging topics clearly and accurately and with a greater degree of coherence, using a range of factual oral text types;

2.4 demonstrates a range of interaction skills by participating actively in group discussions, conversations, debates and group surveys and while so doing:

2.4.7 shows range of interaction skills in discussion, persuading other.

#### **LO 3 Reading and Viewing**

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in



texts.

*We know this when the learner:*

3.1 read spontaneously and often for pleasure and information across the range of texts studied, discusses personal response and the kinds of texts enjoyed, and recommends text to others;

3.2 reads aloud and silently for a variety of purposes consolidating the appropriate reading strategies developed in earlier grades.

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4.4 uses the writing process collaboratively and independently to generate texts:

4.4.5 reflects on multiple drafts considering purpose, audience, language usage, bias, complex organisation and a few simple elements of style, and revise appropriately.

## **LO 5 Thinking and Reasoning**

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

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5.3.6 formulates thoughts orally and in writing in increasingly complex ways, using knowledge of language.

## **Memorandum**

### **ACTIVITY 1: Project: Creating a pamphlet**

- Allow this investigative project to be meaningful by going over the checklists with them and explaining exactly what it is they are expected to do.

When they have finished, you may like to enlarge their efforts and to glue them to hard boards for viewing purposes.

#### ACTIVITY 2: A look at qualities to admire and role models

- The aim of this exercise is to show how positive, pro-active qualities beat negative, destructive qualities hands down! Let them add other abstract nouns to the list (Can even do an exercise here on abstract nouns!)
- It is important for them to realize that a state of mind is CHOSEN – and that positive qualities lighten the load of living! That for every quality in life there is an alternative and that we have the will to choose it! After all, if they are choosing positive qualities in others, then why can they not possess them themselves?
- Let them *tell* the class about the people in their lives who have influenced them positively. You will be *amazed* at some of the wonderful stories. Perhaps it is time they actually told these people themselves!

#### ACTIVITY 3: Answer questions on playlets; Dramatise a scene

- SO many misunderstandings can be avoided if we only know how they started in the first place. This might help to avoid unnecessary conflict situations! Let them first just do the exercises and understand the underlying **cause** for the misunderstanding.
- Only now should they dramatise the scenario's further by **adding extra dialogue** to each and then dramatising it, using simple props . . . Go over the assessment criteria with them first and discuss the possibilities of each.

Study fact/opinion

## ENGLISH HOME LANGUAGE

Grade 8

### CULTURAL AND AESTHETIC PREJUDICE

#### Module 11

#### STUDY FACT/OPINION

##### ACTIVITY 1:

**Study fact / opinion**

##### [LO 5.1.1]

- Let us look at the following:
- **A fact** is something that *cannot* be changed.

e.g. “A dog has four legs.”

**An opinion** is something that is one man’s view only.

e.g. “That painting is beautiful.” (Another person may disagree.)

- Which of the following sentences are **fact** and which are **opinion**:

Mrs White has moved in next door.

She has lovely furniture.

Her three dogs are big.

They are very playful.

She has many children.

I shall invite her to tea.

I am a good neighbour.

- Look now at the difference between **literal** and **figurative**. “A female pig is ‘a sow’.”

This is **literal**. What you see is what you get! You cannot argue the point!

- “She is a pig!”

What you see, you must ‘decipher’ (interpret). It **is figurative**. It allows for interpretation!

- Which of the following sentences are *literal* and which are *figurative*?

She looks like a dream!

Spring has started early.

The flowers are rainbows in cups.

The trees stand to attention in the winter.

The daffodil has yellow petals.

In England, the arum lily is an expensive flower.

The carpet of flowers was stunning.

The rose is still the Queen of flowers.

## ACTIVITY 2:

### Finding ten advertisements / extracting fact and opinion

[LO 4.2, 2.2]

- Now that you are more familiar with **fact and opinion**, see if you can explain it to the class in the following manner:
- Find ten advertisements (in newspapers or magazines).
- Extract three facts and three opinions from each.
- Write them down.
- Tell the class about your findings.

## ACTIVITY 3:

### Invent a board game or toy

[LO 5.3.3]

In your group . . .

- Invent a **new toy / board game** for the *Christmas / Easter / Birthday market*.

## ACTIVITY 4:

## Create an advertisement

### [LO 4.4.5]

- Create an **advertisement** for the *toy / board game* which you have invented.

	Assessment Check-list for my ADVERTISEMENT	
	Is the advertisement neat and clear?	
	Is my language use correct?	
	Have I used facts and opinions in my advertisements, as asked?	
	Have I suggested a clever name for my toy?	
	Have I given interesting qualities to the toy?	
	Is my price consumer-friendly?	
	Have I indicated where the toy can be bought?	
	Have I used colour in my advertisement?	
	Will my advertisement attract attention?	

## **ACTIVITY 5:**

### **Extract own facts / opinions**

#### **[LO 2.4.7]**

- Use literal and figurative language (some facts, some opinions).

You should explain to the class quite clearly which is which.

## **ACTIVITY 6:**

### **Present the project to the class**

#### **[LO 2.4.7]**

- Now present your product to the class, explain how the game works or the toy can be used.

Try to sell it to the class with a persuasive speech!.

### **Assessment Check-list for SELLING TECHNIQUES**

- Is my product attractively presented?
- Are the important details displayed well? (e.g. name, etc.)
- 
- Do I have all the information that I need for selling this product?
- Do I have a striking introduction; a detailed middle and a clever end to my sales talk?
- Do I speak clearly?



- Do I address the audience eye-to-eye?
- Am I enthusiastic about my toy?

## **SALES PITCH**

### **OPENING:**

Main points about the product:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### **CLOSING:**

- Finally, complete the graph that you filled in at the beginning of the module to show what you have learnt, to show your progress.

Well done! You have just completed MODULE 2.

We hope you have learnt something of value to use at a future date.

Good luck with your mid-year examinations!

## **ACTIVITY 7:**

### **Write a diary page**

- For fun, you might like to add a diary page explaining whether you have grown as a person having dealt with prejudice; whether you have

realized some things which you had not thought about before and whether your relationships or friendships have been affected as a result.

- 

## **Assessment**

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## **Memorandum**

### **ACTIVITY 1: Study fact / opinion**

- Allow them to work separately, do self-marking and take in the results. Perhaps go over the technique first and give them other examples to consolidate this technique too.

### **ACTIVITY 2: Finding 10 advertisements / extracting fact and opinion**

- This should be a project to be handed in. They should realize just how much opinion there is in advertising. Go over the checklists with them and take in the project for you to mark – for the portfolio.

- You should mark the class presentation as well or get members of the class to assess certain aspects and to report at the end, justifying their assessment.

### ACTIVITY 3: Invent a board game or toy

- This is also a project and should elicit some original ideas and some creative thought. They should by now have learnt about presentation and you and they should notice the difference. In general, their confidence in writing and in speaking should have improved vastly.

### ACTIVITY 7: Write diary page

- Finally, the diary page might just give you some insights into their growth!
-

To use words to think and reason

## **ENGLISH HOME LANGUAGE**

### **Grade 8**

## **TOWNS AND TOURISM**

### **Module 12**

## **TO USE LANGUAGE TO THINK AND REASON**

### **ACTIVITY 1:**

**To read for information**

**To use language to think and reason**

**[LO 3.1, 5.1]**

- Read the following passage carefully and then do the work that follows. You will be looking at tourism more closely in order to understand the activities that follow.

### **Holidays and Tourism**

A brief history of tourism

The Romans probably started tourism in the 15th century, with their holiday villas in the Bay of Naples.

And then, in the 19th century, the education of the rich and privileged few was not complete without a Grand Tour of Europe's cultural sites.

Things started to change for ordinary people in 1845 when Thomas Cook of England organized the first package tour. By 1939, an estimated one million people were travelling abroad for holidays each year.

However, it is in the last three decades of the 20th century that tourism has really taken off. Tourism has become industrialized: landscapes, cultures, cuisines and religions are consumer goods displayed in travel brochures.

Tourism today

Nowadays people in industrialized countries have a shorter working week, longer holidays and more money to spend on leisure. Many more people now own cars, which give them access to almost anywhere at any time they wish.

But greater leisure for everyone brings its own problems. People and their vehicles concentrate at scenic places along the coast or in the countryside, or at places offering leisure facilities and entertainment. The concentrations are most marked at weekends, at peak holiday times and

throughout the summer. Electricity and water consumption skyrocket and littering and pollution became a problem. Long traffic queues are common along well-used holiday routes with petrol fumes polluting the air.

Many people now take holidays in neighbouring countries and abroad. Tourism (catering for foreign visitors) is becoming more important in developing countries. These countries have come to see the importance of the money tourists spend and the part they play in creating jobs. Some countries have developed their tourist potential and they plan for tourist growth by building facilities, services and resorts.

1. Your educator will help you to draw up **a timeline** summarizing the history of tourism.
2. Give FOUR reasons why many more people are able to travel nowadays.

3. Draw TWO columns in your workbook. Head these columns ADVANTAGES and DISADVANTAGES. Refer to the reading passage. Underline the main advantages and disadvantages of tourism stated in the passage. Write down the key words in the appropriate column.
- Now, read the following dictionary extract in preparation for the questions that follow.

**Holiday** / 'holi,dei, / n. & v. –n. **1** esp. Brit. (often in pl.) an extended period of recreation, esp. away from home or in travelling; a break from work (cf. VACATION). **2** a day of festivity or recreation when no work is done, esp. a religious festival, etc. **3** (attrib.) (of clothes etc.) festive. –v. intr. Esp. Brit. Spend a holiday. **Holiday camp** Brit. A camp for holiday-makers with accommodation, entertainment and facilities on site. **Holiday centre** a place with many tourist attractions. **Holiday-maker** esp. Brit. A person on holiday. **On holiday** (or **one's holidays**) in the course of one's holiday. **Take a** (or **make**) **holiday** have a break from work. (OE haligdaeg) (HOLY, DAY)

- Answer these questions as fully as you can. Some questions ask for your own opinions and you should give reasons for your opinions whenever possible.
4. Explain four of the abbreviations in the dictionary extract. (4)
5. Why do people have holidays?
6. What does the word holiday mean to you?
7. What would be your ideal holiday?
8. Would you like to have 52 weeks holiday a year? YES or NO
- Explain your answer:
9. How did the word “holiday” originate?
10. What is the American word for “holiday”? It begins with a V .



## ACTIVITY 2 :

### To work with words

#### [LO 6.1]

- The following words have been taken from the passages you have read so far. Have a closer look at them in order to improve your vocabulary and spelling.

landscape culture cuisine accommodation

recreation tourism potential leisure

abroad resort travel pollution

- First, arrange these words in alphabetical order.
- Now break up the words first into **syllables** and then into **morphemes**. Your educator will explain the difference.
- Notice that A, C, L, P, R and T start certain of the above words. Assign each member of your group ONE of these letters.
- Now, each member of your group should write a detailed dictionary definition of the TWO words beginning with the letter you have been assigned, following the pattern of the dictionary extract in Activity 1.
- 
- Now use a thesaurus to find a few good **synonyms** for these words.
- Put these definitions of your group together to create your group's own mini dictionary.**Reminder:** Put in the guide words at the top of your page.

TIP:

It is a good idea to continue with (or to start NOW) your **own** A – Z Dictionary and Spelling Book.

Record new words in it, review them, revise them and then use them.

You will be amazed at how quickly your vocabulary will grow!

### ACTIVITY 3 :

**To use a range of different ways to spell unfamiliar words**

#### [LO 6.1.1]

Good SPELLING and PRONUNCIATION are always qualities of a true language expert. It shows the difference between a good and a bad linguist.

- Look at the following spelling rule: “*i* before *e*, except after *c* when pronounced *ee*” ?
- Explain this rule to your group in another way. If nobody in your group can explain the rule clearly, ask your educator.

Write down a word which is spelt according to this rule. .

- Is the word *leisure* an exception to this rule? Explain your answer.
- Indicate whether the following words are exceptions to this rule, or not:
- **Eight, forfeit, achieve, weight, their, receipt, neither, neighbour, conceit, belief**

- Use a dictionary to find the *pronunciation* and *meaning* of these words. Practise the pronunciation aloud.

**Achieve:**

**Forfeit:**

**Weight:**

**Receipt:**

**Belief:**

**Conceit:**

- Write down the words in which the underlined syllables are pronounced the same as the given sound.

leisure - neighter - neighbour - lemon - receipt - weight - beg - dead

<i>e</i> sound	<i>igh</i> sound	<i>ay</i> sound	<i>ee</i> sound

## Assessment

### Learning outcomes (LOs)

LO 1

Listening

The Learner will be able to listen for enjoyment, and respond appropriately and critically in a wide range of situations

### **Assessment standards(ASs)**

*We know this when the learner:*

1.2 listens actively and carefully for specific information and main ideas, and responds appropriately.

LO 2

### **Speaking**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations

*We know this when the learner:*

2.1 communicates ideas and feelings creatively and expressively with a great degree of confidence and with limited assistance, using a range of selected oral types;

2.2 communicates ideas, facts and opinions on challenging topics clearly and accurately and with a greater degree of coherence, using a range of factual oral text types;

2.3 demonstrates basic skills in a range of oral text types:

2.3.3 carries out interviews with members of the community using basic interview techniques.

LO 3

### **Reading and Viewing**

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts

*We know this when the learner:*

3.1 reads spontaneously and often for pleasure and information across the range of texts studied, discusses personal response and the kinds of texts enjoyed and recommends texts to others;

3.4 shows understanding of information texts;

3.4.3 makes judgements and draws conclusions about ideas on the basis of evidence;

3.7 analyses techniques used to create particular effects in visual, written and multimedia texts such as:

3.7.2 the impact of design elements.

LO 4

Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes

*We know this when the learner:*

- writes a range of imaginative texts:

4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters;

4.2 produces a range of factual written and multi-modal texts for various purposes, using a range of visual, and design elements where appropriate by means of recounts of events, research project reports, pamphlets, posters, book reviews;

4.3 demonstrates basic skills in a range of features of writing appropriate to the text type.

## **Learning outcomes (LOs)**

### **LO 5**

#### **Thinking and Reasoning**

The learner will be able to use language to think and reason, as well as to access, process and use information for learning

#### **Assessment standards(ASs)**

*We know this when the learner:*

5.1 uses language to think and reason.

### **LO 6**

#### **Language Structure and use**

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts

*We know this when the learner:*

6.1 works with words:

6.1.1 using a range of different strategies to spell unfamiliar words;

6.2 works with sentences:

6.2.6 using a range of punctuation appropriately.

## **Memorandum**

### **ACTIVITY 1**

#### **1. A time-line**

#### **THE HISTORY OF TOURISM**

15<sup>th</sup> Century

Roman holiday villas

16<sup>th</sup> Century

17<sup>th</sup> Century

18<sup>th</sup> Century

19<sup>th</sup> Century

European tours for rich and privileged

1845

Thomas Cook's Package Tour

20<sup>th</sup> Century

1939

One million people travel abroad

1970

Tourism becomes an industry

21<sup>st</sup> Century

## 2. Thinking and reasoning

- Reasons
  - shorter working week / more leisure time
  - longer holidays
  - more money available
  - more cars / better, faster means of travel

3.	ADVANTAGES	DISADVANTAGES
	money into country	traffic jams / crowds
	creates jobs	electricity and water consumption increase
	better facilities, service and resorts	littering and pollution

4. Explain any 4 only:

n. noun

v. verb

esp. especially

Brit. British

pl. plural

Cf. refer to

attrib. Attributed to

v. intr. Intransitive verb

5. To have good quality family time

To relax

To re-energise themselves

To visit a new place or to re-visit an old favourite place

6. Open-ended question but the skill is in answering well!



7. Accept learners' answers.

8. expected to say no so that they understand the value of work. Too much leisure time would be boring and one would crave work!

9. It comes from Old English and means 'holy day'.

10. Vacation

## ACTIVITY 2

- After reading and explaining the dictionary extract, discuss the questions with the learners. Encourage the learners to express their opinions whenever possible.
- ALPHABETICAL ORDER:

Abroad

Accommodation

Cuisine

Culture

Landscape

Leisure

Pollution

Potential

Recreation

Resort

Tourism

Travel

A **SYLLABLE** is a sound break-up of words

A **MORPHEME** is a meaningful break-up of words (into a prefix, root, suffix)

## **SYLLABLES**

A-BROAD

AC-COM-MO-DA-TION

CUI-SINE

CUL-TURE

LAND-SCAPE

LEI-SURE

POL-LU-TION

PO-TEN-TIAL

RE-CRE-A-TION

RE-SORT

TOUR-ISM

TRA-VEL

## **MORPHEMES**

A-BROAD
AC-COM-MOD(E) –ATION
CUI-SINE
CULTURE (NO BREAK UP)
LAND-SCAPE
LEISURE (NO BREAK UP)
POLLUT(E) -ION
POTENT – IAL
RE-CREAT(E)-ION
RE-SORT
TOUR-ISM
TRAVEL (NO BREAK UP)

### ACTIVITY 3

- Try to have at least one dictionary and one thesaurus available to each group.
- The following rubric may be useful in assessing a learner's ability to function within the group.
- The rubric may be adjusted to your needs. It is also a good idea to let the learners come up with their own rubric, with the educator's guidance.
- Learners must be aware of the criteria to be assessed and should be given the rubric **before** the activity or assessment is done.

Mini-dictionaries can be displayed in the classroom or at a parents' evening.

Pronunciation – allow for a little noise as learners have great fun pronouncing words aloud.

- 
- Same pronunciation:
- leisure, lemon, beg, dead.
- neighbour, weight

It is worth consolidating this spelling rule so go around the class and reward those who get the words correct. As they spell correctly, they may sit down and then you will recognize who needs help.

The concord

## ENGLISH HOME LANGUAGE

### Grade 8

## TOWNS AND TOURISM

### Module 13

## THE CONCORD

### ACTIVITY 1:

#### The concord

#### [LO 6.2]

The agreement between the *subject* and the *verb* in a sentence is called *CONCORD*,

i.e. a singular subject is followed by a singular verb, and a plural subject is followed by a plural verb.

This rule should really be learnt as poor concord is a very common error.

Example:

**The boy is ill.**

Singular subject(one)

Singular verb used to agree with a singular subject

**The boys are ill.**

Plural subject(many)

Plural verb used with a plural subject

The next thing to remember is that **he** - is a *singular* pronoun and **they** - is a *plural* pronoun.

SO, if you want to test whether a verb is singular or plural just use **he** or **they**.

Therefore **plays** is a singular verb because you can say, **he plays** and **sing** is a plural verb because you can say, **they sing**. See?

- Now test your skills and see how well you do . . .
- Underline the correct form of the following verbs (remembering the above rule!):
  - The itinerary (is/are) interesting.
  - Tom and his sister (has/have) arrived in London.
  - He and his sister (go/goes) shopping there.
  - They (is/are) unhappy about the crowds so they take a break.
  - Chocolate milk (is/are) their favourite drink.
  - The dog (bite/bites) the postman.
  - We (is/are) going on holiday.
  - The children (play/plays) in the park.
  - Holidays (is/are) happy times.
  - Fruit (is/are) good for your health.

**TIP:** Now, study some more rules of CONCORD, always think carefully and you will make fewer errors!

---

<b>Singular subjects</b>
news
mathematics
fruit
everybody
team
something
politics
nobody
somebody
each of
no-one
nothing

<b>Plural subjects</b>
jeans
sports

scissors
poultry
cattle
people
athletics
police

- 
- 
- Now try these more difficult examples, by giving the correct form of the verb.

My team (to have) just won the game.

The news (to be) not good.

One of the learners (to have) broken a leg.

Three of them (to have) been taken to hospital.

Everyone (to want) to know what happened.

Nobody (to like) to lose.

Mathematics (to be) taught at school.

The people (to be) very angry.

Each of the boys (to tell) a different story.

My new jeans (to be) in the wash.



- See how well you did by marking your own work: Your educator will help you.

## **ACTIVITY 2:**

**To listen actively and carefully for specific information and main ideas and to respond appropriately**

### **[LO 1.2]**

- We need to test how well you listen! Are you able to pick up details by listening?

First, read through the questions below.

Now, listen carefully while your educator reads a passage to you.

Only then answer the following questions.

*This activity will test your memory and your concentration.*

1. Which people first named the Knysna River?
2. Give one translation of the term *Knysna*.
3. Name three types of sea-life found in the Knysna lagoon.
4. What are the sandstone cliffs which guard the harbour known as?
5. Name two authors linked to Knysna.
6. Supply the missing words:

Craft shops sell mainly \_\_\_\_\_ and curios made from local \_\_\_\_\_.

## **Assessment**

### **Learning outcomes(LOs)**

#### **LO 1**

##### **Listening**

The Learner will be able to listen for enjoyment, and respond appropriately and critically in a wide range of situations

### **Assessment standards(ASs)**

*We know this when the learner:*

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#### **LO 2**

##### **Speaking**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations

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## LO 3

### Reading and Viewing

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts

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## LO 4

### Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes

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writes a range of imaginative texts:

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4.2 produces a range of factual written and multi-modal texts for various purposes, using a range of visual, and design elements where appropriate by means of recounts of events, research project reports, pamphlets, posters, book reviews;

4.3 demonstrates basic skills in a range of features of writing appropriate to the text type.

### **Learning outcomes(LOs)**

#### **LO 5**

##### **Thinking and Reasoning**

The learner will be able to use language to think and reason, as well as to access, process and use information for learning

##### **Assessment standards(ASs)**

*We know this when the learner:*

5.1 uses language to think and reason.

#### **LO 6**

##### **Language Structure and use**

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts

*We know this when the learner:*

6.1 works with words:

6.1.1 using a range of different strategies to spell unfamiliar words;

6.2 works with sentences:

6.2.6 using a range of punctuation appropriately.

## Memorandum

### ACTIVITY 1

- Concord is always a problem with additional language learners.

Part of the problem could be that they do not understand that the SINGULAR verb takes an 's'. (After all, plural nouns take an 's'!!)

Do this activity over and over until it is second nature to them. This will help them in the long run!

### ACTIVITY 2

- Let learners read the questions beforehand. This helps them to listen more specifically.
- Read passage: read it TWICE and SLOWLY.

“This fair land is a gift of God.” So reads the motto on Knysna’s coat of arms. It bears testimony to the pride local people have in this resort of great scenic beauty.

A name sounding like Knysna was given to the river by the Khoi people. Several translations of the Khoi word have been suggested –“place of wood”, “fern leaves”, or “straight down” which refers to the two steep sandstone cliffs which guard the harbour and are known as ‘The Heads’. For many years freighters have passed these cliffs as they enter the harbour to load and ship timber from the surrounding forests.

More than 200 species of fish are found in the lagoon. Oysters, of which Knysna is a major supplier, exist in considerable numbers. The lagoon is also the home of a rare sea-horse. Divers encounter innumerable forms of marine life.

The well-known author and playwright, George Bernard Shaw, lived here during 1932 while writing *The Black Girl in Search of God*. Daleen

Mathee's acclaimed novels, *Circles in the Forest* and *Fiela's Child*, set in the Knysna forest, have also done much to put Knysna on the map.

Knysna has several hotels and caravan parks. Craft shops sell furniture and curios made from local trees.

*(Adapted from Reader's Digest Illustrated Guide to Southern Africa)*

1 The Khoi first names Knysna.

2 Knysna has been called 'place of wood'; 'fern leaves' or 'straight down'.

3 Countless fish, a rare sea-horse and oysters are found in this area.

4 The sandstone cliffs are called, 'The Heads'.

5 George Bernard Shaw and Daleen Mathee are linked to Knysna.

6 furniture and wooden curios

Creative writing

## **ENGLISH HOME LANGUAGE**

**Grade 8**

### **TOWNS AND TOURISM**

**Module 14**

#### **CREATIVE WRITING**

##### **ACTIVITY 1:**

**To make judgements based on the evidence of a map, a telephone directory and a chart after reading for information**

**To write a brochure, using visual and design elements**

**To do some writing suitable for the text type ( a postcard)**

**To hold a telephone conversation – to convey ideas creatively, expressively and with confidence**

**To explore the creative and transactional use of language by means of letters**

**[LO 3.4.3, 4.2, 4.3, 2.1, 4.1.2]**

- We are now going to visit the town of Happyvale!

1. Happyvale lies at the foot of the Waterberg mountains.
2. The town can be reached by train, helicopter and road.
3. Fruit, grapes and wheat are the agricultural products produced in this area.
4. Fruit factories and tourism industries are found in the town.
5. Hotel and guesthouse accommodation is available for visitors to this town.
6. The sporting facilities available in Happyvale are abseiling, water-skiing, fishing, swimming, rugby, tennis and golf.
7. Nature reserve conservationists are responsible for looking after the fauna and flora of the area.

- 
- You should know the town of Happyvale fairly well now. Use the information you have gathered above, , to compile a BROCHURE encouraging tourists to visit Happyvale.

Your brochure should include the following:

A brief **history** of the town (Invent this)

- **Attractions:** Places to visit, things to do in and around the town. (Make notes first.)

**Accommodation** available (include tariffs) – check the map and record your findings roughly

- General **weather** information



- **Contact names and addresses** (telephone, fax numbers, e-mail addresses, etc. and testimonials)

Group work:

- Using the criteria in bold print above, *as a group* put together a CHECK LIST to be used when creating your brochure. Explain what would be acceptable and what would not be acceptable.

CREATING A BROCHURE IS FUN! Do your best!

- *Now we are going to get to know the residents of Happyvale better.*
- Look carefully at the extract from the *Happyvale telephone directory*.

<ul style="list-style-type: none"> <li>• MANZIWA V 9 Wood Way 38776</li> </ul>	<ul style="list-style-type: none"> <li>• NCALO NP 10 Kings Rd 32143</li> </ul>
<ul style="list-style-type: none"> <li>• MARAIS DC dr Dntl Surgn 35462</li> </ul>	<ul style="list-style-type: none"> <li>• NEEDHAM B 22 Bird St 34487</li> </ul>
<ul style="list-style-type: none"> <li>• Res 5 Church St 38789</li> </ul>	<ul style="list-style-type: none"> <li>• NEL JKF 16 Harrow St 39457</li> </ul>
<ul style="list-style-type: none"> <li>• MPUTHI MW 6 Cross St 36532</li> </ul>	<ul style="list-style-type: none"> <li>• <b>NEW FLORA</b> FLORISTS 8 Main St 33762</li> </ul>

<ul style="list-style-type: none"> <li>• <b>MR HARDWARE</b> 6 Main St 37655</li> </ul>	<ul style="list-style-type: none"> <li>• NINZI FQ 9 Berg Rd 34215</li> </ul>
<ul style="list-style-type: none"> <li>• MULVANNY B 15 Wood Way 37553</li> </ul>	<ul style="list-style-type: none"> <li>• NIXON MB 1 Wood Way 39866</li> </ul>
<ul style="list-style-type: none"> <li>• MUNROE AP 3 Church St 33215</li> </ul>	<ul style="list-style-type: none"> <li>• NIXON MR 8 Dean St 34491</li> </ul>
<ul style="list-style-type: none"> <li>• MURPHY BR 21 Berg Rd 34981</li> </ul>	<ul style="list-style-type: none"> <li>• NKOMO S 19 Hospital Dr 39866</li> </ul>
<ul style="list-style-type: none"> <li>• MURPHY K 7 Cross St 36572</li> </ul>	<ul style="list-style-type: none"> <li>• NOBLE T VET SURGN Main St 33976</li> </ul>
<ul style="list-style-type: none"> <li>• MURRAY BUILDERS Box 15 34421</li> </ul>	<ul style="list-style-type: none"> <li>• <b>NOLAN PHARMACY</b> 12 Main St 38724</li> </ul>

- 
- 
- 
- 

- Use the extract from the telephone directory for the following.

While staying at Happyvale you develop a toothache.

- 8. Find the telephone number of the dentist's surgery and his home.

The dentist prescribes some painkillers.

- 9. Find the number of the chemist to order these pills.

You want to surprise your hosts with flowers.

1. Find the flower shop's number.

You met someone by the name of Mark Nixon. You would like to contact him. You do not know his address, but you do know that his house is on the corner of a street.

1. Which number would you phone first? Explain why.
2. What kind of work does T. Noble do?

Four new names need to be added to the directory. Draw arrows on the directory page to show where each of the names below should go.

Mundy LP

Murphy FMW

Ncala JN

Newport A

1. Write out these abbreviations in full: **St.** ; **Rd** ; **Res.**; **Ave** ; **Cres.**

St\_\_\_\_\_

Res\_\_\_\_\_

Rd\_\_\_\_\_

Ave\_\_\_\_\_

Cres\_\_\_\_\_

Consult your local telephone directory.

- What do you notice about the way place names are spelt? Spell *Happyvale* in this way.

Write down the brief telephone conversations (13 - 16) and then practise them with a partner.

**Conversation with the DENTIST:**

**Conversation with the CHEMIST:**

**Conversation with a FLOWER SHOP**

**Conversation with MARK NIXON:**

- *Now we need to find out if you can follow instructions and write accordingly.*

Imagine you are on holiday in Happyvale. Write a postcard telling your family about your holiday. Make your own postcard by following these instructions:

- Use a sheet of paper or card for your postcard.

Draw a rectangle with sides measuring 140 mm x 100 mm.

Divide the postcard in half from top to bottom by drawing a line 70 mm from the sides of the postcard.

Cut out your postcard.

- Fill in the address of the person you are writing to on the right half of the postcard.

Write your news on the left half of the postcard. Remember that the space is limited – be brief, **but be interesting**.

- Now draw another rectangle the same size and design the front of your postcard.

Make the design colourful and attractive. It should have something to do with Happyvale or your holiday so that it links up with what you are writing about.

Cut out this rectangle and paste it onto your first rectangle to complete your card.

**SUGGESTION:** make a class display of the colourful postcards

Now you need to find out how residents feel about living in Happyvale. The mayor of Happyvale conducted a survey to find out.

The results of the survey are as follows. Study it and then answer the questions that follow:

50% very happy

20% did not respond

15% very unhappy

15% fairly satisfied

- Discuss the results in your groups.
- Record your findings:

Next, the mayor conducted a survey to find out why visitors come to Happyvale. These are the results.

Reason for visiting Happyvale:

Water sports 52%

Rest and recreation 20%

Business 18%

Other (e.g. visiting relatives) 10%

- Draw a column (bar) graph to show these findings.

You soon realize that visiting a town always involves being entertained.

Imagine that you have just spent an enjoyable week in Happyvale.

Now it is time to write FOUR necessary thank you letters.

[**NOTE:** When talking or writing, the correct *register* must be used. The correct register means that one must use the style and tone that best fits the situation, bearing in mind whom one is addressing. When speaking or writing to a friend, one speaks or writes in a more casual, chatty tone. However, one should *avoid slang and contractions*.]

**a.** Write a letter to the friend you stayed with in Happyvale. Reminisce about what you did and the good time you had. Invite your friend to spend a holiday with you.

**b.** Using a slightly more formal tone, write a letter to your friend's mother thanking her for her hospitality.

**c.** Write a letter to Mrs Mkula who works at the Happyvale Tourist Information Bureau. Thank her for her help during your visit. Ask her to send you information on Happyvale and its surroundings for an English and Social Sciences project.

**d.** Write a letter to a penfriend overseas telling him or her all about your home town. Try to find something unique or special about your town which you can describe to your friend.

CHECKLIST FOR A FRIENDLY LETTER (Tick the appropriate column)

**Not done**

**Partly done**

## **Fully done**

- Have I checked my spelling?
- Is the address format correct?
- Have I checked the concord?
- Have I used the correct register and tone?
- Is this my best handwriting?
- Have I edited my letter?
- 
- Have I avoided slang?
- Have I avoided most contractions
- Is my letter sincere and interesting?
- LETTER TO A FRIEND
- LETTER TO A FRIEND'S MOTHER
- LETTER TO MRS MKULA
- LETTER TO A PEN-FRIEND

WHEW, that was a BIG project! You covered so much and we hope you learnt some valuable skills on the way!

You should know more about the above at any rate!

Now we can go on to something different.

## **Memorandum**

### **Learning outcomes (LOs)**

LO 1

## Listening

The Learner will be able to listen for enjoyment, and respond appropriately and critically in a wide range of situations

### **Assessment standards(ASs)**

*We know this when the learner:*

1.2 listens actively and carefully for specific information and main ideas, and responds appropriately.

## LO 2

### **Speaking**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations

*We know this when the learner:*

2.1 communicates ideas and feelings creatively and expressively with a great degree of confidence and with limited assistance, using a range of selected oral types;

2.2 communicates ideas, facts and opinions on challenging topics clearly and accurately and with a greater degree of coherence, using a range of factual oral text types;

2.3 demonstrates basic skills in a range of oral text types:

2.3.3 carries out interviews with members of the community using basic interview techniques.

## LO 3

### Reading and Viewing



The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts

*We know this when the learner:*

3.1 reads spontaneously and often for pleasure and information across the range of texts studied, discusses personal response and the kinds of texts enjoyed and recommends texts to others;

3.4 shows understanding of information texts;

3.4.3 makes judgements and draws conclusions about ideas on the basis of evidence;

3.7 analyses techniques used to create particular effects in visual, written and multimedia texts such as:

3.7.2 the impact of design elements.

LO 4

Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes

*We know this when the learner:*

- writes a range of imaginative texts:

4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters;

4.2 produces a range of factual written and multi-modal texts for various purposes, using a range of visual, and design elements where appropriate by means of recounts of events, research project reports, pamphlets, posters, book reviews;

4.3 demonstrates basic skills in a range of features of writing appropriate to the text type.

## **Learning outcomes (LOs)**

LO 5

Thinking and Reasoning

The learner will be able to use language to think and reason, as well as to access, process and use information for learning

Assessment standards(ASs)

*We know this when the learner:*

5.1 uses language to think and reason.

LO 6

Language Structure and use

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts

*We know this when the learner:*

6.1 works with words:

6.1.1 using a range of different strategies to spell unfamiliar words;

6.2 works with sentences:

6.2.6 using a range of punctuation appropriately.

## **Memorandum**

ACTIVITY 1:

- The following are all in bold. See how quickly they can find these numbers!

8. 35462 ns 38789

9. 38724

10. 33762

11. Mr Nixon – this is a street address.

12. He is a Veterinarian Surgeon.

13. Explain that ‘st’ and ‘rd’ do not have a full-stop as the words and abbreviations end with the last letters!

- Unlike the others. See?

St street

Rd road

Cres. crescent

Res. residence

Ave. avenue

.

To complete a bar graph

## **ENGLISH HOME LANGUAGE**

### **Grade 8**

## **TOWNS AND TOURISM**

### **Module 15**

## **TO COMMUNICATE INFORMATION**

### **ACTIVITY 1:**

**To produce factual information by means of research**

**To communicate ideas, facts and opinions accurately**

**[LO 4.2, 2.2]**

“HERITAGE” is a term that is bandied about quite frequently and you should be aware of its meaning and its significance. It is YOUR history that we are referring to!

1. First, look at the extract from *THE CONCISE OXFORD DICTIONARY*.

**Heritage** /'heritidz/ *n.* **1** anything that is or may be inherited. **2** inherited circumstances, benefits etc. (*a heritage of confusion*). **3** a nation's historic buildings, monuments, countryside etc. esp. when regarded as worthy of

preservation. 4*Bibl.* **a** the ancient Israelites. **b** the Church. [ME f.OF (as heritable)]

2. How many definitions are given for the word *heritage*? .....

3. Write down definitions no 1 and no 3.

4. The definition mentions *buildings, monuments, countryside*. There are more examples.

- Write down THREE more examples.

5. Consider your town. Consult your local library, your municipality or the tourist bureau to find out what there is in your town that can be considered part of your heritage.

6. Report to the class. Look at the check list first!

CHECK LIST FOR REPORT-BACK	Tick
<ul style="list-style-type: none"><li>• Have all the information I require</li></ul>	
<ul style="list-style-type: none"><li>• Have organized my information well</li></ul>	
<ul style="list-style-type: none"><li>• Have rehearsed what I am going to say</li></ul>	
<ul style="list-style-type: none"><li>• Have considered wall illustrations and have ordered</li></ul>	

my notes into unobtrusive notes	
<ul style="list-style-type: none"> <li>• I have thought about where I shall stand and how I shall deliver the feed-back</li> </ul>	

7. Make a list of things to do to ensure our heritage will be preserved for our children's children i.e. our grandchildren.

## ACTIVITY 2:

**To read for information (to do research)**

**To produce factual writing for various purposes**

**[LO 3.1, 4.2]**

*Tourism is a large industry today and it should be sustained and encouraged but controlled. It offers employment opportunities, entrepreneurial encouragement and of course, pride in your area as you show it off to its best advantage.*

- *Let's look at what tourists in YOUR area can expect to experience.*

1. Find out what is available in your town for a tourist, e.g. places of interest to visit, things to see. (These might well include the heritage sites already mentioned.)

2. Find out the approximate position and location of your town i.e. latitude and longitude.

- Give some idea of where exactly it is situated in South Africa. You will need to consult an atlas or a topographical map.

3. What type of services and industries can be found in your town?

4. **In your group**, put together a tourist map of your town on a large piece of paper.

Highlight, in an interesting way, the places of interest.(You might even be able to sell your ideas to the local tourism authority!)

5. Write a list of instructions on how to assist tourists when they visit your town. (This is for the residents of the town.)

6. Write a poem or a song to advertise your town. (You do not need to use the full space.)

7. Compile a group poster to advertise your town.

- Consider the following:

8. Now compile a brief history of your town. You will need to look at the following:

*How your town got its name.*

*Reasons for the establishment of the town.*

*Importance of your town today.*

9. Write a brief biography of a local hero or well-known person.

- You will need to include:

*Personal details such as full name, date and place of birth, etc.*

*Reasons why he or she is well-known.*

*His or her connection to your town.*

*Anything else of interest about the person.*

10. Collect statistics concerning tourists who visit your town, i.e. where they come from, why they came to this town, etc. (You can ask the local tourism body or at the municipality.)

**[LO 3.1, 4.2]**

### **ACTIVITY 3:**

**To work with sentences (using a range of punctuation)**

**To work with sentences (tenses)**

**[LO 6.2.6]**

- *While studying tourism, it is no good ignoring language rules, so we do need to look more closely at how to use punctuation and how to use the past tense correctly.*

1. Rewrite the following paragraphs filling in the capital letters and missing punctuation marks.

*mr peter arendse a tourist from new york arrives in happyvale he is staying at happy farm guest house in main street on tuesday he visits the winery and the national history museum then he goes to cine 1 to see pearl harbour*



*he says i always enjoy touring but the san paintings on a cave wall in the happiness mountains are the most exciting thing i have ever seen*

2. When you have completed this activity, write down FIVE punctuation rules that govern the changes you made.
3. When you have punctuated the paragraphs above correctly, rewrite the paragraphs in the past tense. Identify the verbs first before you start. That will make it easier!

## **ACTIVITY 4:**

### **To write to communicate information**

#### **[LO 4.1]**

'Have passport. Will travel'

- When you travel abroad or to a neighbouring country, you have to have a passport. Perhaps you have never filled in a passport application form.
- Your educator will give you an application form for a passport. Fill in the necessary details.

## **Assessment**

### **Learning outcomes(LOs)**

LO 1

Listening

The Learner will be able to listen for enjoyment, and respond appropriately and critically in a wide range of situations

### **Assessment standards(ASs)**

*We know this when the learner:*

1.2 listens actively and carefully for specific information and main ideas, and responds appropriately.

LO 2

### **Speaking**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations

*We know this when the learner:*

2.1 communicates ideas and feelings creatively and expressively with a great degree of

confidence and with limited assistance, using a range of selected oral types;

2.2 communicates ideas, facts and opinions on challenging topics clearly and accurately and with a greater degree of coherence, using a range of factual oral text types;

2.3 demonstrates basic skills in a range of oral text types:

2.3.3 carries out interviews with members of the community using basic interview techniques.

LO 3

### **Reading and Viewing**

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts

*We know this when the learner:*

3.1 reads spontaneously and often for pleasure and information across the range of texts studied, discusses personal response and the kinds of texts enjoyed and recommends texts to others;

3.4 shows understanding of information texts;

3.4.3 makes judgements and draws conclusions about ideas on the basis of evidence;

3.7 analyses techniques used to create particular effects in visual, written and multimedia texts such as:

3.7.2 the impact of design elements.

LO 4

Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes

*We know this when the learner:*

writes a range of imaginative texts:

4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters;

4.2 produces a range of factual written and multi-modal texts for various purposes, using a range of visual, and design elements where appropriate by means of recounts of events, research project reports, pamphlets, posters, book reviews;

4.3 demonstrates basic skills in a range of features of writing appropriate to the text type.

## **Learning outcomes(LOs)**

### **LO 5**

#### **Thinking and Reasoning**

The learner will be able to use language to think and reason, as well as to access, process and use information for learning

#### **Assessment standards(ASs)**

*We know this when the learner:*

5.1 uses language to think and reason.

### **LO 6**

#### **Language Structure and use**

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts

*We know this when the learner:*

6.1 works with words:

6.1.1 using a range of different strategies to spell unfamiliar words;

6.2 works with sentences:

6.2.6 using a range of punctuation appropriately.

## **Memorandum**

### **ACTIVITY 1:**

- Class discussion:

What have learners inherited from their parents and grandparents?

Physical characteristics, personality, traditions, heirlooms, etc.

- Encourage learners to think of as many examples as possible as this will help them to understand what a heritage is. e.g. San paintings, Sterkfontein caves, artifacts, traditions, folklore, etc.

Encourage learners to be sensitive regarding what is important to different cultures.

- Research can be done in groups. Once learners have identified their heritage, they ought to be more aware of the importance of preserving it.

## ACTIVITY 2:

- It is an opportunity for learners to find out more about their town and perhaps to realize exactly how many heritage sites there are and to explore them!
- The Social Sciences educator can help the learners to determine latitude and longitude if learners are not familiar with this. It will also be another opportunity for learners to LOOK AT a map, perhaps for the first time. They might discover all sorts of information! This is an important reading skill – to scan a chart for information.
- Hopefully learners will become more aware of what their town has to offer, in terms of services and industries. In effect, it can even lead to a discussion about employment or even the question of loneliness when the town has so much to offer. It might even
- 
- 
- encourage some learners to pay a visit to a factory? This might involve writing a letter asking for permission. And writing a letter seeking a job-shadowing opportunity.
- Creating a map of the town can be a very creative exercise as they think of icons to represent different items. If they are capable of drawing an amusing map, this will be very successful!
- HOW to treat tourists is very significant and learners need to realize that politeness, a willingness to direct and assist whenever possible are

necessary and in keeping with the reputation we have as South Africans for being very hospitable.

- Learners will probably enjoy reading/reciting their poems or performing their rap songs. They can take this idea further!
- Poster: This may be done as a group project with each group member contributing to the group's poster or the class may work in groups with each group responsible for representing a certain aspect (history, services, attractions, etc.) of the town on the poster.
- Research on the history of the town may be done in groups or individually. Encourage learners to use as many sources of information as possible. A Research Schedule and a Research Assessment Rubric have been included to encourage systematic research and presentation. The Research Schedule enables you to negotiate due dates for sections of the research. This also commits the learners to produce a well-researched project completed by the due date.
- Writing a biography has its own advantages. It allows the class members to learn about a few important people in their town and perhaps to be motivated by their contribution.
- Finding out some statistics will perhaps astound some learners and perhaps lead them to some Entrepreneurial enterprise?

### ACTIVITY 3:

Mr Peter Arendse, a tourist from New York, arrives in Happy vale. He is staying at Happy

Farm Guest House, in Main Street. On Tuesday, he visits the winery and the National

History Museum. Then he goes to Cine 1 to see 'Pearl Harbour'.

He says, "I always enjoy touring, but the San paintings, on the cave wall in the Happiness

Mountains, are the most exciting thing I have ever seen!"

- ANY FIVE

- 1 Capital letter for titles
- 2 Capital letter for names of people
- 3 Paired commas for enclosing extra information
- 4 Capital letter for names of city; town
- 5 Full-stop at the end of a sentence
- 6 Capital letter at the start of a sentence
- 7 Capital letter for the name of guest houses; museums; names of films; names of a people; name of mountains
- 8 A comma to mark off a phrase at the start or end of a sentence
- 9 Capital letter for the days of the week
- 10 Single or double inverted commas to highlight the name of a film
- 11 Comma to separate direct from indirect speech
- 12 Single or double inverted commas at the start and end of direct speech
- 13 Comma before 'but'
- 14 Exclamation mark to express an emotion

- PAST TENSE

Mr Peter Arendse, a tourist from New York, arrived in Happy Vale. He was staying at Happy Farm Guest House, in Main Street. On Tuesday, he visited the winery and the National History Museum. Then he went to Cine 1 to see 'Pearl Harbour'. He said, "I have always enjoyed touring, but the San paintings, on the cave wall in the Happiness Mountains, are the most exciting thing I have ever seen!"

## ACTIVITY 10

- Filling in forms is a skill learners will have to employ many times in life. Discuss any unfamiliar terms beforehand. Handwriting must be neat and legible.

It is important that learners consider illiterates at this stage – how difficult life must be if you cannot read or write!



To communicate facts

## **ENGLISH HOME LANGUAGE**

### **Grade 8**

## **TOWNS AND TOURISM**

### **Module 16**

## **TO COMMUNICATE FACTS**

### **ACTIVITY 1:**

**To read for information (research)**

**To communicate facts clearly and accurately**

**[LO 3.1, 2.2]**

- Join the two together. Consult as many sources as possible
- 

### **Activity**

1. Ski in the Alps
2. Climb Africa's highest mountain
3. Experience the view from the Eiffel Tower

4. Watch wild animals on the Serengeti Plains
5. Take part in the bull run at Pamplona
6. Take a photograph of the Leaning Tower of Pisa
7. See the snow capped peaks of Mt. Fuji
8. Take a hike through the Fish River Canyon
9. Meet Mickey Mouse at Disney World
10. See the sun set over Ayres Rock
11. View the Sphinx and the Pyramids
12. Watch water cascading at the Victoria Falls

Country
Zimbabwe
Japan
Switzerland
Italy
USA
Egypt
Australia

Spain
Tanzania
France
Namibia
Kenya

We hope you have you enjoyed travelling all over the world?

- Now choose ONE of the sights or experiences from the list and prepare yourself to do some

### **Research:**

How to reach your destination. The cost involved

Anything interesting about your destination

Something about the people in this country

The best season in which to visit this country and the reason for this

### **Presentation:**

Explain why you chose this destination. Support your presentation with pictures or photographs, posted on the board.

Speak clearly.

Do not read from your notes. (You may use word clues to help you.)

Be well prepared.

ASSESSMENT CHART. To listen attentively for specific information

- To carry out an interview. Do your own opinion poll about holidays. Try to find out people's ideas about their ideal holiday.
- Make a list of FOUR questions to ask people.
- As you interview each person, record the answers you are given.
- Write a report on what you discover.

## **ACTIVITY 2:**

### **To work with words**

#### **[LO 6.1]**

- While you have been travelling about the world, life has gone on and we have to remember that language and spelling rules are important!
- First use each of the following words in a GOOD sentence to show its meaning CLEARLY.

Ancient:

Chief:

deceive:

faint:

eighteen:

receipt:

reign:

thief:

height:

sleigh:

field:

pierce:

veil:

weird:

relief:

weight:

- Now, find the following words in the puzzle below AND CIRCLE THEM:

**You have now completed this module. GOOD WORK! WELL DONE!**

Refer to the pre-assessment activity on page 1 and make sure that you NOW understand all the words.

## **Assessment**

LO 2

### **Speaking**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations

*We know this when the learner:*

2.1 communicates ideas and feelings creatively and expressively with a great degree of confidence and with limited assistance, using a range of

selected oral types;

2.2 communicates ideas, facts and opinions on challenging topics clearly and accurately and with a greater degree of coherence, using a range of factual oral text types;

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### LO 3

#### Reading and Viewing

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts

*We know this when the learner:*

3.1 reads spontaneously and often for pleasure and information across the range of texts studied, discusses personal response and the kinds of texts enjoyed and recommends texts to others;

3.4 shows understanding of information texts;

3.4.3 makes judgements and draws conclusions about ideas on the basis of evidence;

3.7 analyses techniques used to create particular effects in visual, written and multimedia texts such as:

3.7.2 the impact of design elements.

### LO 4

#### Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes

*We know this when the learner:*

writes a range of imaginative texts:

4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters;

4.2 produces a range of factual written and multi-modal texts for various purposes, using a range of visual, and design elements where appropriate by means of recounts of events, research project reports, pamphlets, posters, book reviews;

4.3 demonstrates basic skills in a range of features of writing appropriate to the text type.

### **Learning outcomes(LOs)**

LO 5

Thinking and Reasoning

The learner will be able to use language to think and reason, as well as to access, process and use information for learning

Assessment standards(ASs)

*We know this when the learner:*

5.1 uses language to think and reason.

LO 6

Language Structure and use

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts

*We know this when the learner:*

6.1 works with words:

6.1.1 using a range of different strategies to spell unfamiliar words;

6.2 works with sentences:

6.2.6 using a range of punctuation appropriately.

## **Memorandum**

### ACTIVITY 1:

- Try to ensure that the learners consult as many sources of information as possible. They may need a little guidance in using unfamiliar sources as it is important that they stretch their minds a bit outside the borders of South Africa.

1. Switzerland 7. Japan

2. Kenya 8. Namibia

3. France 9. USA

4. Tanzania 10. Australia

5. Spain 11. Egypt

6. Italy 12. Zimbabwe

- Give the learners the rubric for an oral presentation (included in this guide), beforehand so that they will know what is required of them.

### ACTIVITY 2:



- Learners may need guidance in drawing up the list of questions. This may also be done as a group activity. Make sure the questions are open-ended.

Let the learners interview learners in other grades, parents, educators, neighbours, etc.

- Explain how a report must be drawn up. This can be a very simple report with the learner's findings. Compare findings.

Using language to think and reason

## **ENGLISH HOME LANGUAGE**

### **Grade 8**

## **OUR COLOURFUL WORLD**

### **Module 17**

**Using language to think and reason**

#### **ACTIVITY 1:**

- To identify main ideas and explain how details support main idea
- write in appropriate text style
- to use language to think and reason

**[LO 3.4.1, 4.3, 5.1.1]**

1. What is a fable?
2. Who was La Fontaine? Do quick research and give a brief description.
3. Read the following fable by La Fontaine and then answer the questions that follow:

#### **The Hen With The Golden Eggs**

My little story will explain

A very old maxim, which expresses

How Avarice, in search of gain,

May lose the hoard that it possesses.  
The fable tells us that a Hen  
Laid golden eggs, each egg a treasure;  
Its owner – stupidest of men –  
Was miserly beyond all measure.  
He thought a mine of wealth to find  
Within the Hen, and so he slew it:  
He found a bird of common kind –  
And lost a pretty fortune through it.  
For money-worms, who now and then  
Grow poor through trying to be wealthy,  
I tell my fable of the Hen;  
My tale is good, my moral healthy.

a) Look up the meaning of the following words first.

maxim
avarice
gain

hoard
treasure
miserly
beyond all measures
slew (from “to stay”
wealthy
moral

- b) In what way is this a typical fable?
- c) Explain what the owner did that was stupid.
- d) Try to write your own fable:

Go over this check list before you write your final copy!

- Have you chosen a suitable animal?
- Does your story have a moral?
- Does your story rhyme?
- Have you written a simple story?
- Is your work neat and clear?.

Have you edited your work to ensure there are no errors?

## ACTIVITY 2:

**To read for information and use language to think and reason**

### [LO 3.1, 5.1.1]

- 
- 
- It is important to read an article and then summarise it in your mind as you are reading. To assist you with this skill, you are guided by certain questions. See how well you do.
- Read the following article and then answer the questions that follow, following the instructions to the letter.

### Our Colourful World

1 ‘Our Colourful World’ can mean so much.

2 It does not just mean colours of the rainbow that surround us in life – in flora and fauna, in clothing, housing, motor cars, books, magazines and food. Even in films.

3 People can be colourful in another way. Personality can be colourful too. Outrageous, strange and eccentric people are often considered colourful and are therefore tolerated. They tend to amuse us and to enliven an atmosphere which might have been dull before! Age has nothing to do with it. Colourful people can be of any age.

4 We count many artists among the most colourful people in the world (besides their works of art), because they live rich lives and do not worry too much about public opinion. However, in a rich society as in South Africa, we have colourful characters who might not be rich or highly educated, but they nevertheless manage to entertain because of their dialect, their antics and their sayings.

5 The Cape Carnival on 2<sup>nd</sup> January every year is extremely colourful. And this includes liveliness, energy, exuberance and sheer joy. Add the colourful costumes and individual music and we understand why foreign tourists particularly enjoy this spectacle.

6 On the other hand, the use of black and white can also be impressive. A black-and-white marble floor is stunning, a black and white outfit can be

absolutely dazzling and black and white photography can be very striking and extremely suitable for the subject – holding our attention in much the same way as colour photography.

7 And then of course we come to figurative language. If we only used facts which had to be accepted at face value, life would be colourless. Figures of speech allow us to exercise our minds and to create pictures in our minds. We find figurative images in writing colourful and realize that writing is really enhanced, sharpened and outlined, by the use of imagery.

8 The rainbow is the most fascinating of all. It reminds us of our colourful world, which we tend to take for granted. Perhaps we need to take stock and to SEE colour properly for the first time from now onwards!

- a.
- b. What does ‘Our Colourful World’ mean to you?
- c. What is one way of interpreting the title, according to paragraph 2?

Give your answer as a statement, in a simple sentence, without using figures of speech.

- a. What, in your own words, is the main point of paragraph 3?
- b. What, in your own words, are the two main points made in paragraph 4?
- c. Besides being colourful, having vivid costumes and original music, describe four other qualities that make the Cape Carnival such a success – use adjectives of the words supplied in paragraph 5.

The dancing and singing are

- a. What contrast is made in paragraph 6?

\_\_\_\_\_ vs \_\_\_\_\_

- a. Mention two ways that the mind is affected by imagery, according to paragraph 7?
- b. The writer feels we should do something now, having read this article. What is it?

## **ACTIVITY 4:**

**To discuss environmental and ethical issues and to question and infer to solve problems and develop thinking about environmental issues**

**[LO 3.9, 5.1.7]**

“If mankind goes on the way it is, without regard for our colourful world, there might be no world to speak of soon.” YOU decide how serious the problem is and in your group decide what you can do to help.

1. In England, the following are some of the Acts that have been enacted:

1970 Department of the Environment created

1974 Control of Pollution Act

1981 Wildlife and Countryside Act

Select three Acts that have been enacted in South Africa to protect the environment.

2. Give a definition of ‘global warming’.

3. Mention some of the effects of global warming.

4. What is ‘El Niño’?

5. How do pesticides affect the environment?

6. What is meant by genetically-modified foods?

7. What would be the consequences of water shortages on mankind in the long-term? Explain your opinion.

8. Why should we look after endangered species with particular care, in your view.
9. How does man's greed affect the environment? Summarise your view.
10. What can one person do to help? Number your ideas.
11. What do the following terms mean?
- a. biodiversity
  - b. deforestation
  - c. rain forests
  - d. desertification
  - e. earth summit
  - f. fossil fuels
  - g. greenhouse effect

## Assessment

### LO 3

Reading and ViewingThe learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts

*We know this when the learner:*

3.1 reads spontaneously and often for pleasure and information across the range of texts studied, discusses personal response and the kinds of texts enjoyed and recommends texts to others;

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ideas and explains how the details support the main idea;
3.7 analyses techniques used to create particular effects in visual, written and multimedia texts such as:3.7.2 the impact of design elements.
LO 4
Writing The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes
<i>We know this when the learner:</i>
<ul style="list-style-type: none"> <li>• writes a range of imaginative texts:</li> </ul> <p>4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters;</p>
4.2 produces a range of factual written and multi-model texts for various purposes, using a range of visual, and design elements where appropriate by means of recounts of events, research project reports, pamphlets, posters, book reviews;
4.3 demonstrates basic skills in a range of features of writing appropriate to the text type.

## Learning outcomes (LOs)

### LO 5

#### Thinking and Reasoning

The learner will be able to use language to think and reason, as well as to access, process and use information for learning

Assessment standards(ASs)

*We know this when the learner:*

5.1.1 applies thinking and reasoning skills in a variety of contexts across the curriculum;

LO 6

Language Structure and use

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts

*We know this when the learner:*

6.1 works with words:

6.1.1 using a range of different strategies to spell unfamiliar words;

6.2 works with sentences:

6.2.6 using a range of punctuation appropriately.

## **Memorandum**

### ACTIVITY 1

1. **What is a fable:** A tale, especially with animals as characters, conveying a moral

2. **La Fontaine:** Jean de la Fontaine was one of the great poets of his age and is justly famous for his fables. He was a vivid story-teller, who drew his material from the great stories of Aesop, putting them for the first time into verse.

3.

Maxim:

a general truth or rule of conduct expressed in a sentence.

:Avarice:

greed

Gain:

increase of possessions; the acquisition of wealth

Hoard:

an amassed store

Treasure:

accumulated wealth

Miserly:

niggardly, not giving out easily

beyond all measures:

excessively

slew (from “to slay”):

killed

Wealthy:

rich

Moral:

a life lesson teaching right from wrong

1. Typical characteristics of a fable:

Uses animals as main characters

Has a moral

Is short

Is amusing.

Is a narrative

5. What did he do that was so stupid? He killed the very thing that assured him of wealth.

#### ACTIVITY 4

2. Give a definition of 'global warming'.

As the ozone layer (which cushions the Earth from the sun's rays), thins, more heat of the sun comes through, warming the Earth beyond what it has experienced before.

3. Mention some of the effects of global warming:

*The ice-caps will be affected, the flora and fauna and weather patterns.*

4. What is 'El Nino'? A high-pressure area that sits over the Atlantic that prevents cold fronts from reaching South African shores which means we have a long summer, with little rain.

5. How do pesticides affect the environment? *They poison the soil, human beings, insects and birds of prey who eat an animal that has died from poisoning.*

6. What is meant by genetically-modified foods? Is there a problem?

Some foods have been genetically modified to have resistance to pests etc, but the fear is that these plants do not generate their own modified seeds and so new plants will have to be bought constantly which makes it expensive and possibly abusive as food markets affect the economy of a

poor country which constantly have to buy new modified seeds from these mother companies.

7. What would be the consequences of water shortages in the long-term on mankind?

Explain your opinion.

**Man would die. Mankind cannot live without water!**

8. Why we should look after endangered species with particular care. In your view.

*Leave this open-ended and let learners air their views.*

9. How does man's greed affect the environment? Try to summarise your view.

*We take so much land away from animals, plants and insects; we affect the life cycles of species that live on a particular stretch of land only and this we take away; we hunt where it is not necessary; we poach – mainly to feed our own ego's (jewellery; love potions etc); we make money our God;*

*we litter; we waste; we make films merely for our amusement and to make money and in the process, we ruin the landscape; we hurt animals because we do not care about or for them. . .*

10. What can one person do to help? Number your ideas.

*Join a society and do volunteer work.*

*Teach your peers and young children about Nature.*

*Write letters when something happens that is not right in your view.*

*Let the learners come up with their own ideas and share these ideas.*

1. What do the following terms mean.

**A.** Biodiversity:

**B.** Deforestation: to clear forests / trees

**C.** Rain forests: luxuriant tropical forest with heavy rainfall

**D.** Desertification: the process of making or becoming a desert

**E.** Earth Summit: a global meeting of environmentalists discussing world environmental issues

**F.** Fossil fuels: a natural fuel such as coal or gas formed in the geological past from the remains of trees

**G.** Greenhouse effect: the trapping of the sun's warmth in the lower atmosphere of the earth caused by an increase in carbon dioxide which is more transparent to solar radiation than to the reflected radiation from the earth.

Using punctuation appropriately

## **ENGLISH HOME LANGUAGE**

### **Grade 8**

## **OUR COLOURFUL WORLD**

### **Module 18**

## **USING PUNCTUATION APPROPRIATELY**

### **ACTIVITY 1:**

**To use punctuation appropriately**

#### **[LO 6.2.6]**

In order to convey a clear message, it is essential to punctuate your writing correctly. Try the following to see how expert you are.

Hello is that mr ploughman this is mrs i c Yu speaking from the people paper I believe you are building a new housing complex on the river-bank of the ezengi river I would like to know whether you have received permission from the local council to build there and also whether you know that this is the home of the endangered blue headed zink this is its only habitat and the digging and noise and dust and final removal of its only habitat you will definitely send it into extinction madam we are not interested in the blue headed zink and after all housing is needed are you prepared to talk about it or are you going ahead anyway we are too far gone with our plans this is an expensive exercise you know we cannot just stop

now I shall bring a court interdict against you to stop you from proceeding and am just notifying you in advance that you will be receiving such a notice well do not speak to me send the notice to mr g reed he is in charge thank you I will do that

ACTIVITY 2:

Kinds of language

[LO 6.2.6]

- 
- Change the following conversation into INDIRECT SPEECH, in PROSE-FORM. Make sure that you tell the truth, the whole truth and nothing but the truth – the essence of repeating a conversation.
- 

Ithaba:		Today I saw a very strange animal. It has a l-o-n-g tongue which it whips out to eat insects and when I placed it on different plants it changed colour. Do you know what it is called?



Sakhela:		I believe it is called a chameleon and that the changing of colours helps it to camouflage itself. It is a harmless animal and very friendly, so look after it.

Ithaba:		Do you know that it can also swivel its eyes around? Wow, it is really an amazing creature. It is a pity that it moves so slowly because very often it is squashed by traffic.

Sakhela:		Yes, if a motorist sees a chameleon – or a tortoise – they should return it to the vegetation on the side of the road. It is not fair to keep animals like these in captivity. People keep strange animals to boost their own egos and have no feelings for the animals or their needs. Of course, there are exceptions, such as taking animals away from a war-torn area or rescuing an injured animal. But as soon as an animal is healed, return it to the wild.

### ACTIVITY 3:

- to communicate ideas creatively and expressively with confidence
- to carry out interviews with learners
- to acknowledge others' opinions
- to produce factual texts
- to extract and synthesise information

### [LO 2.2.1, 2.3, 2.4.4, 4.2, 5.3.5]

Now, let us do some Designing. Colour plays such an important part in Design.

- Your group will be designing a new school uniform. Remember that the uniform must be durable, attractive, economically viable, easy to wear and wash and yet appeal to the learners who will wear it with pride. Perhaps the pupils would not like to have a uniform but a dress code?

1. First, interviewing at least 12 learners to find out what their preference is so that you can base your design on their ideas.

Consider the call for a national uniform. How could you design the uniform in such a way that each school is easily identifiable.

Design only a summer uniform, a winter uniform and a sports range or informal wear.

a) Work out questions, that will give you reliable answers, to ask the learners.

- On a separate page, write down the answers you are given by 50 learners – this means that each member of your group will have to conduct a number of interviews and you will have a good sample of the school.
- Finally, summarise the results of the interviews.

Your Conclusion:

2. When you have completed the activity, including the interviews, present your design to the class. Each member of the team should be responsible for the following aspects:

a) Introducing the team members and saying who was responsible for each item in the course of the planning.

b) Presentation of your design.

Present the design by means of paper dolls, or have a fashion show, or choose another method.

c) Explain why you chose this design.

d) Give the cost of the uniform items.

e) Give the results of interviews that you held with learners to elicit their views of your design.

#### **ACTIVITY 4:**

**To explore the creative use of language and use writing to generate appropriate text**

**[LO 4.1.2, 4.4]**

- Short pieces of writing show errors very quickly so it is important to know the format and the content and style of some shorter pieces of writing. See how you fare:
- You have been invited to the *Rose Ball*. Write the formal invitation and your reply:
- Now send a fax to your best friend telling her or him about what you and your partner will be wearing. (You might like to include a

colourful design).

Now pretend that you have already gone to this famous formal dance.

- Describe the hall, the decorations, the food and the music (without using ANY slang or contractions!). Write so well that your answer could be used for a newspaper article!
- And finally, write a thank-you letter to the organizer of the function, congratulating the team on the success of the function:

## **Assessment**

Learning outcomes(LOs)

LO 2

### **Speaking**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment standards(ASs)

*We know this when the learner:*

2.1 communicates ideas and feelings creatively and expressively with a great degree of confidence and with limited assistance, using a range of selected oral types;

2.3 demonstrates basic skills in a range of oral text types;

2.4 demonstrates a range of interaction skills by participating actively in group discussions, conversations, debates and group surveys, and while so doing:

- 2.4.4 acknowledges others' opinions and disagrees politely when necessary.

## LO 3

### **Reading and Viewing**

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

*We know this when the learner:*

3.1 reads spontaneously and often for pleasure and information across the range of texts studied, discusses personal response and the kinds of texts enjoyed and recommends texts to others:

3.4 shows understanding of information texts;

- 3.4.1 identifies main ideas and explains how the details support the main idea;

3.7 analyses techniques used to create particular effects in visual, written and multimedia texts such as:

- 3.7.2 the impact of design elements (e.g. type and position of artwork, use of colour);
- 3.7.3 the impact of camera and film techniques (e.g. close-ups, zoom shots, camera angles, flashbacks);

3.9 discusses socio-cultural, environmental and ethical issues contained in texts and identifies the aspects of texts which carry the values related to them (e.g. content, language, artwork, point of view and characterisation).

## LO 4

### **Writing**

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

*We know this when the learner:*

4.1 writes a range of imaginative texts:

- 4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters;

4.2 produces a range of factual written and multi-modal texts (texts using print and images) for various purposes, using a range of visual, and design elements where appropriate by means of recounts of events, research project reports, pamphlets, posters and book reviews;

4.3 demonstrates basic skills in a range of features of writing appropriate to the text type (e.g. reveals character, establishes the setting and develops the plot in narrative writing, and uses simple imagery in poetry);

4.4 uses the writing process collaboratively and independently to generate texts:

- 4.4.8 publishes final product, paying attention to creative presentation and varied elements of design.

LO 5

### **Thinking and Reasoning**

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

*We know this when the learner:*

5.1 uses language to think and reason.

- 5.1.1 applies thinking and reasoning skills in a variety of contexts across the curriculum;
- 5.1.5 recognises and explains why information can be considered “factual” or “objective”;
- 5.1.7 questions and infers to solve problems and develop thinking about complex issues, ideas and emotions (e.g. human rights issues, environmental issues, personal dilemmas, cross-curricular topics).

5.3 processes information;

- 5.3.3 extracts and synthesises information, using listening, reading, writing and viewing skills.

*We know this when the learner:*

LO 6

## **Language Structure and Use**

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

*We know this when the learner:*

6.1 works with words:

- 6.1.2 creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems;
- 6.1.6 uses prefixes and suffixes to work out meaning.

6.2 works with sentences:

- 6.2.6 uses a range of punctuation appropriately (e.g. comma to separate an introductory phase or clause from the main part of a sentence, and to separate phrases and clauses in a series).

## **Memorandum**

ACTIVITY 1:

- *‘Hello. Is that Mr Ploughman? This is Mrs I. C. Yu speaking, from The People Paper. I believe you are building a new housing complex on the river-bank of the Ezengi River. I would like to know whether you have received permission from the local council to build there*
- *and also whether you know that this is the home of the endangered Blue-headed Zinc. This is its only habitat. You will definitely send it*

*into extinction.'*

- *'Madam, we are not interested in the Blue-headed Zinc and, after all, housing is needed!'*

*'Are you prepared to talk about it or are you going ahead anyway?'*

*'We are too far gone with our plans. This is an expensive exercise, you know. We cannot just stop now!'*

*'We shall bring a court interdict against you to stop you from proceeding and am just notifying you, in advance, that you will be receiving such a notice.'*

*'Well, do not speak to me. Send the notice to Mr G. Reed. He is in charge.'*

*'Thank you. I will do that!'*

## ACTIVITY 2:

Ithaba said **that that day he had seen** a very strange animal. It **had** a l-o-n-g tongue which it **whipped** out to eat insects and when **he placed** it on different plants it **changed** colour. **He wanted** to know from Sakhela what it **was** called. Sakhela **believed** its name was 'a chameleon' **and that** the changing of colours **helped** it to camouflage itself. **He continued that** it **was** a harmless animal and very friendly, so **encouraged him** to look after it. Ithaba **wondered whether** Sakhela **knew that** it **could** also swivel its eyes around. **He exclaimed that** it really **was** an amazing creature. **He felt that** it **was** a pity that it **moved** so slowly because very often it **was** squashed by traffic. **Sakhela agreed and added that** if a motorist **saw** a chameleon – or even a tortoise – that **he should** return it to the vegetation on the side of the road. **He felt** it **was** not fair to keep animals like **those** in captivity. People **kept** strange animals to boost their own ego's and had no feelings for the animals or their needs. Of course **he agreed that** there **were** exceptions, such as taking animals away from a war-torn area or rescuing an injured animal. But as soon as an animal **was** healed, **he believed that** it **should be returned** to the wild.



Create a dictionary of words

## **ENGLISH HOME LANGUAGE**

### **Grade 8**

## **OUR COLOURFUL WORLD**

### **Module 19**

## **CREATE A DICTIONARY OF WORDS**

### **ACTIVITY 1:**

**To create a dictionary of words and to discuss which words give problems**

#### **[LO 6.1.2]**

Here are some words that have to do with colour. Have a good look at them and then complete the exercises that follow:

hue, tint, tinge, dye, complexion, shade, tincture, cast, livery, colouration, chromatism, glow, flush, tone, spectrum, colouring

bright, vivid, intense, deep, fresh, unfaded, rich, gorgeous, gay, variegated, gaudy, florid, garish, showy, flashy, glaring, pearly, flaming, glittering

1 Write a short passage, correctly using as many of the listed words as you can. Underline them as you use them.

2 Write 15 sentences which explain the meaning of the words really well.

Leave a line open between each sentence!

3 Your group must find another 50 words, to do with colour.

4 Place the words you have selected *in alphabetical order* and add them to your own vocabulary list.

## **ACTIVITY 2:**

**To use language to think and reason**

**differentiate between fact and opinion**

**[LO 5.1, 5.1.5]**

Read the following advertisement and then answer the questions that follow:

Buy A Tile

after the birth of your new grandchild,

the most special baby in the world!

Comes in blue or pink.

The tile records the date of birth,

the name and the weight at birth and

as an extra special,

a copy of the baby footprint!

This is something you definitely need.

You should show how proud you are!

Imagine how thrilled your children

will be to receive this loving gift

from you!

What better way to remember that special day;

the day you became a proud grandparent

Contact MEMORY TILES

[memorytiles@mweb.co.za](mailto:memorytiles@mweb.co.za)

or 021 886338

1. Decide whether the following are FACT or OPINION:

- The most special baby in the world.
- Comes in blue and pink.
- The tile records the date of birth.
- This is something you definitely
- You should show how proud you are
- What better way to remember that special day
- Contact [memorytiles@mweb.co.za](mailto:memorytiles@mweb.co.za)

2. What do you find appealing about this advertisement? Discuss.

3. Decide on the suitability of the font and the picture.

4. How successful is this advertisement, would you say? How do you think it could be improved or do you think it is successful as it is?

### ACTIVITY 3:

#### To use prefixes to work out meaning

##### [LO 6.1.6]

Look at the following short passage.

##### The Unusual Art Gallery

The blueness of the summer sky impressed an artist, called Mr Hypersensitive. He superimposed the natural colours that surrounded him, in his art and then telephoned his gallery director, Mr Extraordinary, to tell him the news. Mr Extraordinary was overjoyed. He could foretell that an exhibition would be successful.

So, he re-organized his art gallery into a garden. Around the perimeter he placed trees; in the centre he placed flowering shrubs and twenty “Symphony” rose plants. He knew he would receive the cooperation of his staff to get the show ready on time. He placed all the paintings on the circumference of the inner circle.

He corresponded with other art gallery proprietors and soon the guests arrived for this unbelievable show which was praised for its originality.

1. Identify EIGHTEEN words formed with a prefix: write down the word, identify the prefix, give the meaning of prefix and the meaning of the word.

Word	Prefix	Meaning of prefix	Meaning of word
------	--------	-------------------	-----------------


## Assessment

Learning outcomes(LOs)
LO 2
SpeakingThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
Assessment standards(ASs)
We know this when the learner:

2.1 communicates ideas and feelings creatively and expressively with a great degree of confidence and with limited assistance, using a range of selected oral types;

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3.7.2 the impact of design elements (e.g. type and position of artwork, use of colour);

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shots, camera angles, flashbacks);

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5.1.7 questions and infers to solve problems and develop thinking about complex issues, ideas and emotions (e.g. human rights issues, environmental issues, personal dilemmas, cross-curricular topics).

5.3 processes information;

5.3.3 extracts and synthesises information, using listening, reading, writing and viewing skills.

We know this when the learner:

LO 6

Language Structure and UseThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.2 creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems;



6.1.6 uses prefixes and suffixes to work out meaning.

6.2 works with sentences:

6.2.6 uses a range of punctuation appropriately (e.g. comma to separate an introductory phase or clause from the main part of a sentence, and to separate phrases and clauses in a series).

## **Memorandum**

### **ACTIVITY 1:**

Here you have a list of words to do with colour.

Now you can use any other category and do the same exercise e.g. words that describe an emotion;

Words that will be used on holiday; words used by Jamie Oliver (popular chef) etc

Learners do need to improve their vocabulary as this will give them so much confidence in general.

Perhaps make sure that learners do have a personal dictionary (a good one) and that they are also keeping a book for recording new words they come across.

### **ACTIVITY 2:**

Wording in advertising is so crucial to the message they are trying to convey so after studying this advertisement, go over some more and ask them to report their findings.

Advertisements are aimed at younger and younger learners these days so you should spend time on letting the learners look at advertising objectively.

1. Discuss the appeals of this advertisement:

Appeals to our sense of . . . motherliness / maternity / tradition / pride . . .

2. How successful is this advertisement would you say? How do you think it could have been improved or do you think it is successful as it is?

### ACTIVITY 3:

Here there are just a few prefixes used. You can use more or even ask the learners to ask one another.

**SUGGESTION:** You can also do some activities on the Origin of Words e.g. Latin roots etc.

It is also a good time to see that they have a good dictionary each or that they have started their own home dictionary for recording any new words they come across.

Word	Prefix	Meaning of prefix	Meaning of the word
Impressed	Im-	On	Pressed on . . .
Hypersensitive	Hyper-	Above	More sensitive than normal
Superimposed	Super-	over	Placed over . . .
Multi-colours	Multi-	Many	Many colours
Surrounded	Sur-	Around	All around

Telephoned	Tele-	From afar	Sound from afar
Extraordinary	Extra-	Over and beyond	More than ordinary
Overjoyed	Over-	Over	More than just joyful
Foretell	Fore-	Before	Tell beforehand
Exhibition	Ex-	Out of	Something that is put out
Re-organised	Re-	Again	Organised again
Perimeter	Peri-	around	Placed on the outside of
Symphony	Sym-	With	Sound made together
Cooperation	Co-	With	Working with
Circumference	Circum-	Around	Around the circle
Corresponded	Cor-	With	To be in touch with
Unbelievable	Un-	Not	Not to be believed
Ultra-originality	Ultra-	Over and beyond	Much more than just original

The impact of design elements

## **ENGLISH HOME LANGUAGE**

### **Grade 8**

## **OUR COLOURFUL WORLD**

### **Module 20**

## **THE IMPACT OF DESIGN ELEMENTS**

### **ACTIVITY 1:**

**To analyse the impact of design elements**

#### **[LO 3.7.2]**

1. Draw the following shapes:

Verticals, Horizontals, Rays from central dot, Curves, Diagonals, Squares, Pyramids, Broken shapes, Circles, Sharp angles, Spirals from the centre.

2. Now write down the action that is suggested by the shapes, selected from the list below:

- a) Glory and Liberty
- b) Security
- c) Rhythm and Grace

- d) Action and Aggression
- e) Respect, dignity and strength
- f) Stability and Unity
- g) Insecurity and Instability
- h) Excitement and Movement
- i) Action and Movement
- J) Idea of space
- k) Rest and Peace

3. Now find one example of each of these shapes from advertisements, glue them to a sheet of newspaper, label them and then place them on the classroom wall so that the class can judge how accurate the above information is.

## **ACTIVITY 2:**

**To analyse the impact of design elements**

### **[LO 3.7.2]**

- Now we are going to look at some colourful characters!

1. Draw six different facial expressions on a sheet of paper (use different hair-styles and ears too!). Then next to each write what expression is indicated. Then write down HOW you gained this impression (what features were clues).

- Now leave out the face and look at the rest of the body: Draw arms and legs on the following bodies in different positions and again explain what emotion is conveyed below each and how you realized this. **(NB The drawing does not have to be marvellous, as long as the viewer can understand the gesture!)**

## Assessment

LO 3
<b>Reading and Viewing</b> The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
<i>We know this when the learner:</i>
3.1 reads spontaneously and often for pleasure and information across the range of texts studied, discusses personal response and the kinds of texts enjoyed and recommends texts to others:
3.4 shows understanding of information texts;
<ul style="list-style-type: none"> <li>• 3.4.1 identifies main ideas and explains how the details support the main idea;</li> </ul>
3.7 analyses techniques used to create particular effects in visual, written and multimedia texts such as:
<ul style="list-style-type: none"> <li>• 3.7.2 the impact of design elements (e.g. type and position of</li> </ul>

artwork, use of colour);

- 3.7.3 the impact of camera and film techniques (e.g. close-ups, zoom shots, camera angles, flashbacks);

3.9 discusses socio-cultural, environmental and ethical issues contained in texts and identifies the aspects of texts which carry the values related to them (e.g. content, language, artwork, point of view and characterisation).

## Memorandum

### ACTIVITY 2:

Everything on the face tells a story: The mouth, the nose, the eyes (especially), the eye-brows, the cheeks (puffed up?), the hair-do, the teeth, the tongue, the chin.

- The body is also a story-teller: Arms akimbo, folded, held behind the back, clasped in front, over one's head; legs together, apart, bent at the knee, one in front of the other, on your knees; chest thrust out; shoulders slumped, upright, proudly back; hands in various positions.
- See how well they express the different emotions which should be expressed as abstract nouns e.g. defiance, anger, pride etc
- After this activity, the learners should be more au fait with visual literacy.